BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY DHANBAD



SYLLABUS OF BASIC B.SC NURSING

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BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY BHELATAND, DHANBAD

SYLLABUS FOR FOUR YEAR (8 SEM) UNDER GRADUATE PROGRAM BACHELOR OF SCIENCE (NURSING), B.Sc (N)

FORMATION OF BOARD OF STUDIES

Be it resolved that under the guidance of University it is hereby established a Board of Studies for the Bachelor of Nursing program to ensure academic excellence, curriculum relevance, and alignment with national and international standards in nursing education. The Board shall be responsible for advising on curriculum development, reviewing course content and structure, recommending faculty appointments, ensuring compliance with regulatory requirements, and promoting research and innovation in nursing practice. The Board is comprised of following mentioned qualified academic staff, industry experts, and representatives from healthcare institutions, and will function under the academic governance framework of the University.

SR	NAME	DESIGNATION	POSITION	SIGNATURE
1	Dr Sanjay Kumar Chourasia	Dean of Medicine SNMMCH Dhanbad	Chairperson	las
2	Mrs Litna George	Assistant Professor RIMS Ranchi	External Expert	Lilia
3	Dr Shalini S	Vice Principal TMH College of Nursing	External Expert	Sw
4	Mr Nitin Phillip	Principal AG College of Nursing	Member	Shi
5	Mrs Sovana Bhattacharjee	Principal JP College of Nursing	Member	SBhattachagee
6	Mrs Uma Dwivedi	Principal Dhanbad School of Nursing	Member	Minivedi
7	Mr Ashu Markam	Assistant professor Dhanbad School of Nursing	Member	

This resolution is hereby placed on 12th of July 2025 in the inaugural board meeting held at Dhanbad School of Nursing, with the presence and duly countersigned by all the respected board members.

He Gazette of India

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> असाधारण EXTRAORDINARY

भाग III—खण्ड 4 PART III—Section 4

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सं. 275] No. 275] नई दिल्ली, सोमवार, जुलाई 5, 2021/आषाढ़ 14, 1943 NEW DELHI, MONDAY, JULY 5, 2021/ASHADHA 14, 1943

भारतीय उपचर्या परिषद् अधिसूचना

नई दिल्ली, 5 जुलाई, 2021

[भारतीय उपचर्या परिषद् [वी.एससी. (नर्सिंग) कार्यक्रम के लिए संशोधित नियम एवं पाठचक्रम}, विनियम, 2020] फा.सं. 11-1/2019-आईएनसी:-समय-समय पर यथासंशोधित भारतीय उपचर्या परिषद् अधिनियम, 1947 (1947 का XLVIII) की धारा 16(1) के अधीन प्रदत्त शक्तियों का प्रयोग करते हुए भारतीय उपचर्या परिषद् एतद्द्वारा निम्नलिखित विनियम बनाती है, यथा :-

लघ् शीर्षक और प्रवर्तन

- i. ये विनियम भारतीय उपचर्या परिषद् (बी.एससी. (नर्सिंग) कार्यक्रम के लिए संशोधित नियम एवं पाठ्यक्रम}, विनियम, 2020 कहे
- ये विनियम भारत के राजपत्र में इनकी अधिसूचना की तिथि से प्रभावी होंगे।

परिभाषाएं

इन विनियमों में, जब तक कि संदर्भ से अन्यथा अपेक्षित न हो,

- i. 'अधिनियम' का अभिप्राय समय—समय पर यथासंशोधित भारतीय उपचर्या परिषद् अधिनियम, 1947 (1947 का XLVIII) से है;
- ii. 'परिषद्' का अभिप्राय 1947 के अधिनियम के तहत गठित भारतीय उपचर्या परिषद् से हैं;
- iii. 'एसएनआरसी' का अभिप्राय संबंधित राज्य सरकारों द्वारा किसी भी नाम से गठित तथा बोली जाने वाली राज्य उपचर्या एवं प्रसाविका पंजीकरण परिषद् से हैं;
- iv. 'बी.एससी. (नर्सिंग)' का अभिप्राय परिषद् द्वारा अधिनियम की धारा 10 के तहत स्वीकृत तथा अधिनियम की अनुसूची के भाग-|| में शामिल 4-वर्षीय बी.एससी. (नर्सिंग) स्नातक प्रशिक्षण से है;
- v. 'प्राधिकरण' का अभिप्राय बी.एससी. (नर्सिंग) उपाधि प्रदान करने के लिए परिषद् द्वारा मान्यता प्राप्त तथा अधिनियम की अनुसूची के भाग–11 में शामिल एक विश्वविद्यालय या निकाय से हैं, जो किसी अधिनियम के तहत स्थापित किया गया हो;
- vi. 'स्कूल ऑफ नर्सिंग' का अभिप्राय जीएनएम पाठचक्रम का प्रशिक्षण प्रदान करने वाले एक मान्यता प्राप्त प्रशिक्षण संस्थान है;

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VI. CURRICULUM

Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.

B.Sc. NURSING PROGRAM - Four years (8 semesters) CREDIT SYSTEM & SEMESTER SYSTEM OMPETENCY BASED CURRICULUM TEN CORE COMPETENCIES (Figure 1) Library College Applications & **COURSES** M & N VIII & Sem VIII Sem III Semester I Semester V Semester VII Semester 11. Applied 19. Child Health 1. Communicative Microbiology, 28. Community English Nursing I and Infection Health Applied Anatomy 20. Mental Health control including Nursing II Applied Nursing I 29 Nursing Safety Physiology 12. Pharmacology I 21. Community Health Research and 4. Applied Nursing I (including 13. Pathology I Statistics Environmental Sociology 14. Adult Health 30. Midwifery/ 5. Applied Science & Nursing I with Obstetrics & Psychology Epidemiology) integrated Gynaecology 22. Educational 6. Nursing pathophysiology Technology Foundations I IV Semester Nursing Education 15. Pharmacology II VIII Semester 23. Introduction to II Semester 16. Pathology II & Internship Forensic Nursing 7 Appliied Genetics (Intensive and Indian Laws Biochemistry 17 Adult Health Practicum VI Semester 8. Applied Residency Nursing II with Nutrition & 24. Child Health integrated Posting) Dietetics Nursing II pathophysiology 25 Mental Health 9. Nursing including Foundations II Nursing II Geriatrics 10. Health/Nursing 26. Nursing 18. Professionalism, Informatics & Management & Professional Leadership Technology values & Ethics 27 Midwifery including. Obstetrics & bioethics Gynaecology I

Figure 2. Curricular Framework

1. PROGRAM STRUCTURE

III Semester 1. Applied Microbiology	V Semester	VII Semester
Applied Microbiology	V Semester	VII Semester
2.7		7 II Genresier
and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology	*Child Health Nursing I Mental Health Nursing I Community Health Nursing I (including Environmental Science & Epidemiology) Educational Technology/Nursing Education Introduction to Forensic Nursing and Indian Laws	Community Health Nursing II Nursing Research & Statistics Midwifery/Obstetrics and Gynecology (OBG) Nursing II
Mandatory Module *BCLS as part of Adult Health Nursing I	*Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	Mandatory Modules *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
IV Semester 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics	VI Semester 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I	VIII Semester Internship (Intensive Practicum/Residency Posting)
Pharmacology II *Palliative care module		
	3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology Mandatory Module *BCLS as part of Adult Health Nursing I IV Semester 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing	3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology Mandatory Module *BCLS as part of Adult Health Nursing I Health Nursing I *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing II *V Semester 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing Mandatory Module *SBA Module under OBG Nursing I/I (VI/VII Semester) *SBA Module under OBG Nursing I/I (VI/VII Semester)

Note: No institute/University will modify the curriculum. However they can add units/subject in the syllabus as deemed necessary.

#Modules both mandatory and elective shall be certified by the institution/external agency.

MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS - Standard national/international modules can be used.

ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any one elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete any one of the following before end of 6th semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any one of the following before end of 8th semester

- Scientific writing skills
- Lactation management
- · Sexuality & Health
- · Stress management
- · Job readiness and employability in health care setting

2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: I week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

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3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60			· · · · · · · · · · · · · · · · · · ·			60
		PSYC 120	Applied Psychology	3	60						60
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+ 2= 24	640+80 = 720
2	Second	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60				-		60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40		·····		80
		SSCC(II) 130	Self-study/Co-curricular			I					40+20
			TOTAL	13	260	4	160	4	320	13+4+ 4=21	740+60 = 800
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	į	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				20
		N-AHN (I) 215	Adult Health Nursing 1 with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (1) 220	Self-study/Co-curricular			L			····		20
			TOTAL		220	2	80	6	480	11+2+ 6=19	780+20 =800
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
			Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

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S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
-		PROF 230	Professionalism, Professional Values and Ethics including bioethics	7777	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+ 6=19	760+40 =800
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	ı	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3 .	60			1	80		140
		N-COMH(I) 310	Community Health Nursing 1 including Environmental Science & Epidemiology	5	100			2	160		260
	:	EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20		,,,,				20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	14	280	2	80	Š	400	14+2+ 5=21	760+40 =800
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40	· · · · · · · · · · · · · · · · · · ·		1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	4()			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60	***************************************		1	80		140
			Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								
			TOTAL	10	200		40	7	560	10+1+ 7=18	800
7	Seventh		Community Health Nursing II	5	100			2	160		260
			Nursing Research & Statistics	2	40	2	80 (Projec t- 40)				120
		OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor Y Conta ct hours	Skill	Lab/ Skill Lab Conta et hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
			Self-study/Co-curricular		·		I				4
			TOTAL	10	200	3	120	6	480	10+3+ 6=19	800
8	Eight (Internshi	INTE 415	Community Health Nursing – 4 weeks		5			48.48 AM. MASS			
	p)	INTE 420	Adult Health Nursing – 6 weeks				·				
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
			TOTAL = 22 weeks					12			1056
								(1 credit = 4 hours per week per semester)			hours × 22 weeks = 88 hours × 12 credits = 1056 hours) (48 hours per week
											× 22 weeks)

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab -2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

(Seven semesters: One semester = 20 weeks \times 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = $22 \text{ weeks} \times 48 \text{ hours per week} = 1056 \text{ hours}$)

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056

3	Electives		3	60
	TOTAL		156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)	12	240
			35	700
			47	940

Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters

S.No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage
J	Theory	90	1800	28
2	Lab/Skill Lab	15	600	10
3	Clinical	36	3936	62
	Total	141	6336 hours	100

Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab - 600 (17%)

Clinical - 2880 (83%)

Total - 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

Note: Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

4. SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

I SEMESTER

S.No.	Course	Assessment (Marks)							
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks			
***************************************	Theory	<u> </u>			L	L			
I	Communicative English	25	25		2	50			
2	Applied Anatomy & Applied Physiology	25		75	3	100			
3	Applied Sociology & Applied Psychology	25		75	3	100			
4	Nursing Foundations I	*25							
	Practical				l				
5	Nursing Foundations I	*25							

^{*}Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same)

Example:

Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1^{st} semester will be added to Nursing Foundations II Theory Internal in the 2^{st} semester and average of the two semesters will be taken.

II SEMESTER

S.No.	Course		Assess	ment (Marks)		
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory				L	L
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25		75	3	100
		I Sem-25 & II Sem-25 (with average of both)		· .		
3	Health/Nursing Informatics & Technology	25	25		2	50
	Practical					
4	Nursing Foundations (I & II)	50 1 Sem-25 & II Sem-25		50		100

III SEMESTER

S.No.	Course	Assessment (Marks)							
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks			
	Theory			L	L				
ı	Applied Microbiology and Infection Control including Safety	25		75	3	100			
2	Pharmacology I and Pathology I	*25							
3	Adult Health Nursing I	25		75	3	100			
	Practical								
4	Adult Health Nursing I	50		50		100			

^{*}Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).

IV SEMESTER

S.No.	Course	Assessment (Marks)							
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks			
	Theory				I	L			
1	Pharmacology & Pathology (1 & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of		75	3	100			

		both)						
2	Adult Health Nursing II	25		75	3	100		
3	Professionalism, Ethics and Professional Values	25	25		2	50		
	Practical							
4	Adult Health Nursing II	50		50	T	100		

V SEMESTER

S.No.	Course	Assessment (Marks)						
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks		
	Theory	·			.1			
1	Child Health Nursing I	*25						
2	Mental Health Nursing I	*25						
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100		
4	Educational Technology/Nursing Education	25		75	3	100		
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50		
	Practical							
6	Child Health Nursing I	*25						
7	Mental Health Nursing I	*25				"no		
8	Community Health Nursing I	50		50		100		
			1		1			

^{*}Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).

VISEMESTER

S.No.	Course		Assess	oment (Marks)		
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory		I		l	
1	Child Health Nursing (I & II)	Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100

3	Nursing Management & Leadership	.25	75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25			
	Practical				<u> </u>
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)	50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)	50		100
7	Midwifery/Obstetrics & Gynecology I	*25			

^{*}Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)

VII SEMESTER

S.No.	Course	Assessment (Marks)					
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks	
	Theory				1	L	
I	Community Health Nursing II.	25		75	3	100	
2	Nursing Research & Statistics	25		75	3	100	
2	Midwifery/Obstetries and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100	
	Practical				,		
3	Community Health Nursing II	50		50		100	
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (1 & II)	50 (Sem VI-25 & Sem VII-25)		50		100	

VIII SEMESTER

S.No.	Course		Assessment (Marks)					
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks		
	Practical		<u></u>		1			
ı	Competency Assessment	100		100		200		

5. EXAMINATION REGULATIONS

Note:

- Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
- Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
- 3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
- Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
- 5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
- 6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
- 7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
- 8. A candidate must have 100% attendance in each of the practical areas before award of degree.
- 9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
- 10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
- 11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
- 12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
- 13. A candidate has to pass in theory and practical exam separately in each of the paper.
- 14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
- 15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
- 16. The candidate shall appear for exams in each semester:
 - The candidate shall have cleared all the previous examinations before appearing for fifth semester examination.
 However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
- 17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
- 18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
- 19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
- 20. All practical examinations must be held in the respective clinical areas.

- 21. One internal and one external examiner should jointly conduct practical examination for each student.
- 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

VII. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10 point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	100%
A+ (Excellent)	9	90-99.99%
A (Very Good)	8	80-89.99%
B+ (Good)	7	70-79.99%
B (Above Average)	6	60-69.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49,99%
F (Fail)	()	

For Nursing Courses and all other courses - Pass is at C Grade (5 grade point) 50% and above

For English and electives - Pass is at P Grade (4 grade point) 40% and above

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	$3\times 8=24$
2	4 (C2)	B+	7 (G2)	4 × 7 = 28
3	3 (C3)	В	6 (G3)	$3 \times 6 = 18$

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$=\frac{70}{10}=$$
 7 (rounded off to two decimal points)

Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr			
Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$Cr \times SGPA = 20 \times 6.5$		·	

$$CGPA = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93}$$

$$=\frac{577.5}{93}=6.2$$

Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

Declaration of Pass

First Class with Distinction - CGPA of 7.5 and above

First Class - CGPA of 6.00-7.49

Second Class - CGPA of 5,00-5,99

2. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

3. University Theory and Practical Examination Pattern

The theory question paper pattern and practical exam pattern are shown in Appendix 3.

SYLLABUS

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.

- 2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
- 3. Demonstrate attentive fistening in different hypothetical situations.
- 4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
- 5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
- 6. Analyse the situation and apply critical thinking strategies.
- 7. Enhance expressions through writing skills.
- 8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T-Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
Ĭ	3 (T)	Identify the significance of communicative English	What is communication? What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	Definitions with examples, illustrations and explanations Identifying competencies/communicative strategies in LSRW Reading excerpts on the above and interpreting them through tasks	Checking for understanding through tasks
II		Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	 Introduction to LSRGW L - Listening: Different types of listening S - Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation R - Reading: Medical vocabulary, Gr - Grammar: Understanding tenses, linkers W - Writing simple sentences and short paragraphs - emphasis on correct grammar 	Exercises on listening to news, announcements, telephone conversations and instructions from others Information on fundamentals of Speech — Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts Reading a medical dictionary/ glossary of medical terms with matching exercises Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through 'check your understanding' exercises

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
Ш	5 (T)	Demonstrate attentive listening in different hypothetical situations	Focusing on listening in different situations — announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim Listening to academic talks/ lectures Listening to presentation	Listening to announcements, news, documentaries with tasks based on listening With multiple choice, Yes/No and fill in the blank activities	Listening for specific information
IV		the individual or team they are communicating with either face to face or other means	Telephone conversations Deligaring presentations	 Talking to peers and other adults. Talking to patients and Patient attenders Talking to other healthcare professionals Classroom conversation Scenario based learning tasks 	 Individual and group/peer assessment through live speaking tests Presentation of situation in emergency and routine Handoff Reporting in doctors/nurses' rounds Case presentation Face to face oral communication Speaking individually (Nurse to nurse/patient/doctor) and to others in the group Telephonic talking
V	a c f f	ind comprehend content in text, low sheet, ramework, igures, tables, eports, anecdotes	Reading strategies, reading notes and messages Reading relevant articles and news items Vocabulary for everyday activities,	exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis	Reading/ summarizing/ justifying answers orally Patient document Doctor's prescription of eare Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	5 (T)	F., I.	 Reading reports and interpreting them Using idioms and phrases, spotting errors, vocabulary for presentations Remedial Grammar 	Grammar activities	reading and interpretation Notes/Reports
VI		Enhance expressions through writing skills	 Writing Skills Writing patient history Note taking Summarising Anecdotal records Letter writing Diary/Journal writing Report writing Paper writing skills Abstract writing 	letter writing tasks	 Paper based assessment by the teacher/ trainer against set band descriptors Presentation of situation Documentation Report writing Paper writing skills Verbatim reproducing Letter writing Resume/CV
VII		Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	 LSRW Skills Critical thinking strategies for listening and reading Oral reports, presentations Writing instructions, letters and reports Error analysis regarding LSRW 	Valuating different options/multiple answers and interpreting decisions through situational activities Demonstration—individually and in groups Group Discussion Presentation Role Play Writing reports	Consolidated assessment orally and through written tasks/exercises

APPLIED ANATOMY

PLACEMENT: 1 SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assists student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Describe anatomical terms.
- 2. Explain the general and microscopic structure of each system of the body.
- Identify relative positions of the major body organs as well as their general anatomic locations.
- 4. Explore the effect of alterations in structure.
- 5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

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COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	(7)	Content	Teaching/ Learning Activities	Assessmen Methods
I	8 (T)		Introduction to anatomical terms and organization of the human body	Lecture cum Discussion	• Quiz • MCQ
		Define the terms relative to the anatomical position	 Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar 	• Use of models	Short answer
				• Video demonstration	
		Describe the anatomical planes	Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)	Use of microscopic slides	
		Define and describe the terms used to describe movements	 Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction 	Lecture cum Discussion	
		,	Cell structure, Cell division	Video/Slides	
		Organization of	Tissue – definition, types, characteristics, classification, location	Anatomical Torso	
		Organization of human body and structure of cell,	Membrane, glands – classification and structure	10050	
		tissues membranes and glands	 Identify major surface and bony landmarks in each body region, Organization of human body 		
			Hyaline, fibro cartilage, clastic cartilage		
		Describe the types of cartilage	Features of skeletal, smooth and cardiac muscle		
	t S	Compare and contrast he features of skeletal, smooth and cardiac muscle	Application and implication in nursing		
		Describe the structure of respiratory system	l I	Discussion	• Short answer
			Structure of the organs of respiration	• Models	 Objective type
	o e	dentify the muscles of respiration and examine their contribution to the	Muscles of respiration	Video/Slides	
	n	nechanism of	Application and implication in nursing		

Unit	Time (Hrs.		Content	Teaching/ Learning Activities	Assessment Methods
111	6 (T)		The Digestive system	Lecture cum	Short answer
		of digestive system	Structure of alimentary canal and accessory organs of digestion	Discussion • Video/Slides	Objective type
			Application and implications in nursing	Anatomical Torso	ч
IV	6 (T)		The Circulatory and Lymphatic system	• Lecture	Short answer
		of circulatory and lymphatic system.	Structure of blood components, blood vessel. Arterial and Venous system		• MCQ
			Position of heart relative to the associated structures	Video/Slides	
			Chambers of heart, layers of heart		
			Heart valves, coronary arteries		
			Nerve and blood supply to heart		
			Lymphatic tissue		
			Veins used for IV injections		
			Application and implication in nursing		
V	4 (T)	Identify the major	The Endocrine system	• Lecture	Short answer
		endocrine glands and describe the structure of endocrine Glands	 Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	Models/charts	Objective type
VI	4 (T)	Describe the structure	The Sensory organs	Lecture	Short answer
		of various sensory organs	 Structure of skin, eye, ear, nose and tongue 	Explain with	• MCQ
			 Application and implications in nursing 	Video/ models/charts	
VII	10 (T)	Describe anatomical position and structure	The Musculoskeletal system:	• Review – discussion	Short answer
		of bones and joints	The Skeletal system	• Lecture	Objective type
		Identify major bones		 Discussions 	
		that make up the axial	·	• Explain using	
	,	and appendicular skeleton	Bones – types, structure, growth and ossification	charts, skeleton and loose bones and torso	
		Classify the joints	• Axial and appendicular skeleton	 Identifying muscles involved in 	
	i	Identify the application and implications in tursing	Joints – classification, major joints and structure	nursing procedures in lab	
•		Describe the structure of muscle	Application and implications in nursing		

Uni	Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	 The Muscular system Types and structure of muscles Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis Major muscles involved in nursing procedures 		
VIII	5 (T)	Describe the structure of renal system	The Renal system Structure of kidney, ureters, bladder, urethra Application and implication in nursing	Lecture Models/charts	MCQ Short answer
IX		of reproductive system	The Reproductive system Structure of male reproductive organs Structure of female reproductive organs Structure of breast	Lecture Models/charts	MCQ Short answer
X		of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	 Review Structure of neurons CNS, ANS and PNS (Central, autonomic and peripheral) Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex Ventricular system – formation, circulation, and drainage Application and implication in nursing 	 Lecture Explain with models Video slides 	MCQ Short answer

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION. The course is designed to assists student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Develop understanding of the normal functioning of various organ systems of the body.
- 2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
- 3. Describe the effect of alterations in functions.
- 4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

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COURSE OUTLINE

T - Theory

Unit	Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
*	4 (T)	Describe the physiology of cell, tissues, membranes and glands	Cell physiology – Basic concepts Cell physiology including transportation across cell membrane Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis Cell cycle Tissue – formation, repair Membranes and glands – functions Application and implication in nursing	Review – discussion Lecture cum Discussion Video demonstrations	 Quiz MCQ Short answer
111	8 (T)	examine their contribution to the mechanism of breathing	Respiratory system Functions of respiratory organs Physiology of respiration Pulmonary circulation – functional features Pulmonary ventilation, exchange of gases Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue Regulation of respiration Hypoxia, cyanosis, dyspnea, periodic breathing Respiratory changes during exercise Application and implication in nursing Digestive system	• Lecture cum	 Essay Short answer MCQ Essay
		digestive system	 Functions of the organs of digestive tract Saliva – composition, regulation of secretion and functions of saliva Composition and function of gastric juice, mechanism and regulation of gastric secretion Composition of pancreatic juice, function, regulation of pancreatic secretion Functions of liver, gall bladder and pancreas Composition of bile and function Secretion and function of small and large intestine Movements of alimentary tract Digestion in mouth, stomach, small intestine, large intestine, absorption of food Application and implications in nursing 	Video slides	• Short answer • MCQ
V		inctions of the	Functions of heart, conduction system,	• Lecture •	Short answer

Uni	Time (Hrs		Content	Teaching/ Learnin Activities	g Assessment Methods
		heart, and physiology of	cardiac cycle, Stroke volume and cardiac output	• Discussion	• MCQ
		circulation	Blood pressure and Pulse	Video/Slides	
			Circulation – principles, factors influencing blood pressure, pulse		
			Coronary circulation, Pulmonary and systemic circulation		
			Heart rate – regulation of heart rate		
			 Normal value and variations 		
			Cardiovascular homeostasis in exercise and posture		
			Application and implication in nursing		
V	5 (T)	Describe the	Blood	• Lecture	• Essay
		composition and functions of blood	Blood - Functions, Physical characteristics	Discussion	Short answer
			Formation of blood cells	• Vídeos	• MCQ
			Erythropoiesis – Functions of RBC, RBC life cycle		
			• WBC – types, functions		
			Platelets – Function and production of platelets		
			Clotting mechanism of blood, clotting time, bleeding time, PTT		
			 Hemostasis – role of vasoconstriction, plateled plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation 		
			Blood groups and types		
	-		Functions of reticuloendothelial system, immunity		
			Application in nursing		
VI		Identify the major	The Endocrine system	Lecture	 Short answer
		endocrine glands and describe their functions	Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Panereas and Adrenal glands.		• MCQ
			Other hormones		
			Alterations in disease		
			Application and implication in nursing		
711			The Sensory Organs	• Lecture •	Short answer
		structure of various sensory	- Constitute E 13		MCQ
		* ** * * * * * * * * * * * * * * * * *	Vision, hearing, taste and smell		war A
			Errors of refraction, aging changes		
		Į.	Application and implications in nursing		
111				• Lecture	Structured essay

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		bones, joints, various types of muscles, its	Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing	Discussion Video presentation	Short answer MCO
		special properties	Joints and joint movements	, no prosummin	T INC Q
		and nerves supplying them	Alteration of joint disease		
			Properties and Functions of skeletal muscles – mechanism of muscle contraction		
			Structure and properties of cardiac muscles and smooth muscles		
			Application and implication in nursing		
IX	4 (T)	Describe the	Renal system	Lecture	Short answer
		physiology of renal system	Functions of kidney in maintaining homeostasis	Charts and models	• MCQ
			• GFR		
			Functions of ureters, bladder and urethra		
			Micturition		
			Regulation of renal function		
			Application and implication in nursing		
X		Describe the	The Reproductive system	Lecture	Short answer
		structure of reproductive system	Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast	Explain using charts, models, specimens	• MCQ
			Male reproductive system – Spermatogenesis, hormones and its functions, semen		
			Application and implication in providing nursing care	·	
XI		Describe the functions of	• Nervous system .		Brief structured
		brain, physiology	Overview of nervous system	Discussion	essays
	1	of nerve stimulus, reflexes, cranial and spinal nerves	Review of types, structure and functions of neurons		Short answerMCQ
			Nerve impulse	•	Critical
			Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum		reflection
			Sensory and Motor Nervous system		
			Peripheral Nervous system		
			Autonomic Nervous system		
			Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus		
			Vestibular apparatus		
		•	Functions of cranial nerves		
		•	Autonomic functions		
-		•	Physiology of Pain-somatic, visceral and referred		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Reflexes		
			CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier		
İ			Application and implication in nursing		

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Identify the scope and significance of sociology in nursing.
- 2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
- 3. Identify the impact of culture on health and illness.
- 4. Develop understanding about types of family, marriage and its legislation.
- 5. Identify different types of easte, class, social change and its influence on health and health practices.
- 6. Develop understanding about social organization and disorganization and social problems in India.
- 7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	 Introduction Definition, nature and scope of sociology Significance of sociology in nursing 	Lecture Discussion	Essay Short answer
11		change and its importance	Basic concept of society, community, association and institution Individual and society Personal disorganization Social group – meaning, characteristics, and classification. Social processes – definition and forms, Cooperation, competition, conflict, accommodation, assimilation, isolation Socialization – characteristics, process, agencies of socialization Social change – nature, process, and role of nurse	Lecture cum Discussion	EssayShort answerObjective type

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Uni	Time (Hrs)	Learning Outcome	es Content	Teaching/ Learning Activities	Assessment Methods
			 Structure and characteristics of urban, rural an tribal community. 	d	
			 Major health problems in urban, rural and triba communities 	al	
			Importance of social structure in nursing profession		
Ш	8 (T)	Describe culture and	Culture	Lecture	• Essay
		its impact on health and disease	• Nature, characteristic and evolution of culture	• Panel	Short answer
			Diversity and uniformity of culture	discussion	
	i.		Difference between culture and civilization		
			Culture and socialization		
			Transcultural society		
			Culture, Modernization and its impact on health and disease	1	
IV		Explain family,	Family and Marriage	• Lecture	• Essay
		marriage and legislation related to marriage	Family – characteristics, basic need, types and functions of family		Short answer
			Marriage – forms of marriage, social custom relating to marriage and importance of marriage		Case study report
			Legislation on Indian marriage and family.		
			Influence of marriage and family on health and health practices		
V		Explain different	Social stratification	• Lecture	• Essay
		types of caste and classes in society and its influence on	Introduction – Characteristics & forms of stratification	Panel discussion	Short answer
		health	Function of stratification		Objective type
			 Indian caste system – origin and characteristics 		
	1		 Positive and negative impact of caste in society. 		
			 Class system and status 		
			 Social mobility-meaning and types 		
			Race – concept, criteria of racial classification		
			 Influence of class, easte and race system on health. 		
/1		xplain social ;	Social organization and disorganization	• Lecture	• Essay
	d se	organization, disorganization, social problems and	Social organization – meaning, elements and types	 Group discussion 	Short answer
	role of nurse in reducing social problems		Voluntary associations	Observational	Objective type
		roblems	Social system – definition, types, role and status as structural element of social system.	vísit	Visit report
		•	Interrelationship of institutions		
			Social control – meaning, aims and process of social control		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			 Social norms, moral and values Social disorganization – definition, causes, Control and planning Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 Vulnerable group – elderly, handicapped, minority and other marginal group. Fundamental rights of individual, women and children Role of nurse in reducing social problem and enhance coping Social welfare programs in India 		
VII	47. 00 ****	sociology and its application in the hospital and community	Clinical sociology Introduction to clinical sociology Sociological strategies for developing services for the abused Use of clinical sociology in crisis intervention	Lecture,Group discussionRole play	• Essay • Short answer

APPLIED PSYCHOLOGY

PLACEMENT: 1 SEMESTER
THEORY: 3 Credits (60 Hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Identify the importance of psychology in individual and professional life.
- Develop understanding of the biological and psychological basis of human behaviour.
- 3. Identify the role of nurse in promoting mental health and dealing with altered personality,
- 4. Perform the role of nurses applicable to the psychology of different age groups.
- Identify the cognitive and affective needs of clients.
- 6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
- 7. Demonstrate basic understanding of psychological assessment and nurse's role
- 8. Apply the knowledge of soft skills in workplace and society.
- 9. Apply the knowledge of self-empowerment in workplace, society and personal life.

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COURSE OUTLINE

T - Theory

Unit	Time		T - Theory	7	
	(Hrs	Learning	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of	Introduction	Lecture cum Discussion	• Essay
			 Meaning of Psychology 		Short answer
		psychology in nursing	Development of psychology – Scope, branches and methods of psychology		
			Relationship with other subjects		
			 Significance of psychology in nursing 		
			 Applied psychology to solve everyday issues 		
II	4 (T)	Describe biology of	Biological basis of behavior -Introduction	Lecture	• Essay
		human behaviour	Body mind relationship	1	• Short answer
			Genetics and behaviour		W TO THE LEARN THE ALL
			Inheritance of behaviour		
			Brain and behaviour.		
			Psychology and sensation – sensory process – normal and abnormal		
111	5 (T)	healthy person and defense mechanisms	Mental health and mental hygiene	Case discussion	• Essay
			Concept of mental health and mental hygiene		Short answer
			 Characteristic of mentally healthy person 		Objective type
			 Warning signs of poor mental health 		
			 Promotive and preventive mental health strategies and services 		
			 Defense mechanism and its implication 		
			 Frustration and conflict – types of conflicts and measurements to overcome 		
			 Role of nurse in reducing frustration and conflict and enhancing coping 		
		ļ	Dealing with ego		
V '		Describe osychology of	Developmental psychology	• Lecture •	Essay
	ļ,	people in different	Physical, psychosocial and cognitive		Short answer
		ge groups and role of nurse	development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying	• discussion	
			Role of nurse in supporting normal growth and development across the life span		
			Psychological needs of various groups in health and siekness – Infancy, childhood, adolescence, adulthood and older adult		
		*	Introduction to child psychology and role of nurse in meeting the psychological needs of		

Uni	t Time (Hrs)	Learning	Content	Teaching/ Learning Activities	Assessment Methods
			 Psychology of vulnerable individuals – challenged, women, sick etc. 		
V	4 (T)	Explain personality	Role of nurse with vulnerable groups Personality		
·		and role of nurse in identification and improvement in altered personality	 Meaning, definition of personality Classification of personality Measurement and evaluation of personality – Introduction Alteration in personality Role of nurse in identification of individual personality and improvement in altered personality 	LectureDiscussionDemonstration	 Essay and she answer Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process • Attention – definition, types, determinants	Lecture Discussion	Essay and show answer
3.5			duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes		Objective type
The state of the s	m en en	motion, attitude nd role of nurse in motionally sick lient	Matingtion	Group discussion	Essay and short answer Objective type

Uni	t Time (Hrs)	Learning	Content	Teaching/ Learnin Activities	g Assessment Methods
			Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness		
			 Psychometric assessment of emotions and attitude – Introduction 		
			 Role of nurse in caring for emotionally sick client 		
VII	4 (T)	Explain psychological assessment and tests and role of nurse	 Types, development, characteristics, 	Lecture Discussion	Short answer Assessment of practice
			principles, uses, interpretation • Role of nurse in psychological assessment	Demonstration	,
IX	10 (T)	Explain concept of	Application of soft skill	Lecture	Essay and short
		soft skill and its application in work	Concept of soft skill	Group discussion	answer
		place and society	Types of soft skill – visual, aural and communication skill	• Role play	
			The way of communication	Refer/Complete Soft skills module	
			 Building relationship with client and society 		
			• Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers		
			 Survival strategies – managing time, coping stress, resilience, work – life balance 		
			 Applying soft skill to workplace and society Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. 		
			 Use of soft skill in nursing 		
X		Explain self- empowerment	Self-empowerment		Short answer Objective type
			Dimensions of self-empowerment		
	į	1	Self-empowerment development		
			Importance of women's empowerment in society		
		•	Professional etiquette and personal grooming		
		•	Role of nurse in empowering others		

NURSING FOUNDATION - 1 (including First Aid module)

PLACEMENT: 1 SEMESTER THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
- 2. Apply values, code of ethics and professional conduct in professional life.
- 3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
- Develop skill in recording and reporting.
- 5 Demonstrate competency in monitoring and documenting vital signs.
- 6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
- 7. Identify and meet the comfort needs of the patients.
- 8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
- 9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
- 10. Perform first aid measures during emergencies.
- 11. Identify the educational needs of patients and demonstrate basic skills of patient education

*Mandatory Module used in Teaching/Learning:

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5 (T)	Describe the	Introduction to health and illness	• Lecture	• Essay
		concept of health and illness	Concept of Health – Definitions (WHO), Dimensions	• Discussion	• Short answe
			Maslow's hierarchy of needs		Objective type
			Health — Illness continuum		type
			Factors influencing health		
			 Causes and risk factors for developing illnesses 		
			 Illness – Types, illness behavior 		
		i	Impact of illness on patient and family		
II	5 (T)	Describe the levels of illness	Health Care Delivery Systems -	• Lecture	• Essay
		prevention and care, health care services	Introduction of Basic Concepts & Meanings		Short answer
			 Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary 	•	Objective type
			Levels of Care – Primary, Secondary and Tertiary		
			Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities		
		•	Hospitals - Types, Organization and		

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Uni	t Time (Hrs)	1 American On American		Teaching/ Learning Activities	Assessment Methods
			Functions Health care teams in hospitals – members and their role		
1111	12 (T	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	 profession History of Nursing, History of Nursing in India Contributions of Florence Nightingale Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel Nursing as a profession – definition and characteristics/criteria of profession Values – Introduction – meaning and 	LectureDiscussionCase discussionRole plays	EssayShort answeObjective type
IV	8 (T)	Describe the process,	Code of ethics and professional conduct for nurses – Introduction		
	3 (SL)	principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication Methods of effective communication/therapeutic communication techniques Barriers to effective communication/non-therapeutic communication techniques Professional communication Helping Relationships (Nurse Patient Relationship) – Purposes and Phases Communicating effectively with patient, families and team members Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)		 Essay Short answer Objective type
V	4 (T) 2 (SL)	purposes, types and techniques of recording and reporting	Documentation – Purposes of Reports and Records	Discussion • Demonstration •	Essay Short answer Objective type

Uni	Time (Hrs)	Learning Outcome	Content	Teaching/ Learning Activities	Assessment Methods
			Guidelines for documentation		
			Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording		
			Reporting – Change of shift reports, Transfer reports, Incident reports		
VI	15 (T) 20 (SL)	Describe principles and techniques of	Vital signs	• Lecture	• Essay
		monitoring and	Guidelines for taking vital signs	Discussion	Short answe
	\"/	maintaining vital signs	Body temperature —	Demonstration &	Objective
			o Definition, Physiology, Regulation, Factors affecting body temperature	Re-demonstration	type Document the
			Assessment of body temperature – sites, equipment and technique		given values of
			o Temperature alterations — Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia		temperature, pulse, and respiration in the graphic
			 Fever/Pyrexia – Definition, Causes, Stages, Types 		sheet OSCE
			Nursing Management		- OSCE
			 Hot and Cold applications 		
		Assess and record vital signs accurately	• Pulse:		
			Definition, Physiology and Regulation, Characteristics, Factors affecting pulse		
			Assessment of pulse – sites, equipment and technique		
			Alterations in pulse		
			Respiration:		
			 Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration 		
			Assessment of respirations – technique		
i			Arterial Oxygen saturation		
			o Alterations in respiration		
		•	Blood pressure:		
			o Definition, Physiology and Regulation, Characteristics, Factors affecting BP		
700			○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment		
			o Alterations in Blood Pressure		
		•	Documenting Vital Signs		
711	3 (T)	Maintain equipment E	quipment and Linen		
		and linen	Types – Disposables and reusable		
			Linen, rubber goods, glassware, metal, plastics, furniture		
		•	Introduction – Indent, maintenance, Inventory		

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learnin Activities	g Assessment Methods
VIII	10 (T 3 (SL	principles and	Introduction to Infection Control in Clinical setting Infection Nature of infection Chain of infection Types of infection Stages of infection Factors increasing susceptibility to	Lecture Discussion Demonstration Observation of autoclaving and other sterilization techniques	 Essay Short answe Objective type
			 infection Body defenses against infection – Inflammatory response & Immune response Health care associated infection (Nosocomial infection) 	Video presentation on medical & surgical asepsis	
			Introductory concept of Asepsis – Medical & Surgical asepsis Precautions Hand Hygiene (Hand washing and use of hand Rub) Use of Personal Protective Equipment (PPE) Standard precautions Biomedical Waste management Types of hospital waste, waste segregation and hazards – Introduction		
IX	15 (T) 15 (SL)	of the patients	Company	Discussion Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

Uni	t Tim (Hrs	A arreterior Charles	Content Content	Teaching/ Learning Activities	Assessment Methods
			 Pharmacological and Non- pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA 		
			 Invasive techniques of pain management 		
	İ		Any other newer measures		
			CAM (Complementary & Alternative healing Modalities)		
X	5 (T 3 (SI	concept of patient	Promoting Safety in Health Care Environment	• Lecture	• Essay
		environment	Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor Pest control	DiscussionDemonstration	Short answerObjective type
			Reduction of Physical hazards – fire, accidents		- ,
			Fall Risk Assessment		
			Role of nurse in providing safe and clean environment		
			Safety devices —		
			o Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines		
			Other Safety Devices - Side rails, Grabbars, Ambu alarms, non-skid slippers etc.		
XI		Explain and perform admission, transfer,	1	• Lecture	Essay
	2 (SL)	and discharge of a	Admission to the hospital Unit and preparation of unit	• Discussion	Short answer
		janen		• Demonstration •	Objective
			o Admission procedure		type
			Medico-legal issues		
			o Roles and Responsibilities of the nurse		
			Discharge from the hospital		
			 Types – Planned discharge, LAMA and Abscond, Referrals and transfers 		
			o Discharge Planning		
			o Discharge procedure		
			o Medico-legal issues		
			Roles and Responsibilities of the nurse		
			O Care of the unit after discharge		
XII	1,	caring for patients	Į.	Lecture • 1	Essay
	785	with restricted nobility	Alignment & Posture, Joint Mobility,	Discussion • §	Short answer Objective

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Unit	Time (Hrs)	Learning Outcome	Content Content	Teaching/ Learnin Activities	g Assessmen Methods
			Principles of body mechanics	Re-demonstration	type
			Factors affecting Body Alignment and activity		• OSCE
			Exercise – Types and benefits		
			Effects of Immobility		
			Maintenance of normal Body Alignment and Activity		
			Alteration in Body Alignment and mobility		
			Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method		
			o Range of motion exercises		
			o Muscle strengthening exercises		
			o Maintaining body alignment - positions		
			o Moving		
			o Lifting		
			o Transferring		
			o Walking		
			Assisting clients with ambulation		
			Care of patients with Immobility using Nursing process approach		
			Care of patients with casts and splints		
XIII	4 (T)	Describe the principles and	Patient education	• Discussion	• Essay
	2 (SL)	practice of patient education	 Patient Teaching – Importance, Purposes, Process 	Role plays	 Short answe
			 Integrating nursing process in patient teaching 		 Objective type
XIV	20 (T)	Explain and apply principles of First	First Aid*	• Lecture	• Essay
	20 (SL)	Aid during emergencies	Rules		• Short answer
]			First Aid Management	Demonstration & Re-demonstration	 Objective type
			Wounds, Hemorrhage & Shock	Module completion	
			Musculoskeletal Injuries – Fractures	National Disaster	OSCE
			o Transportation of Injured persons	Management Authority (NDMA)	
			o Respiratory Emergencies & Basic CPR	/ Indian Red Cross	
			• Unconsciousness	Society (IRCS) First Aid module	
			o Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach		
			o Burns & Scalds		
- 1			o Poisoning, Bites & Stings	-	
	ļ	1	 Frostbite & Effects of Heat 		

*Mandatory module

CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to

- 1. Maintain effective human relations (projecting professional image)
- 2. Communicate effectively with patient, families and team members
- 3. Demonstrate skills in techniques of recording and reporting
- 4. Demonstrate skill in monitoring vital signs
- 5. Care for patients with altered vital signs
- 6. Demonstrate skill in implementing standard precautions and use of PPE
- 7. Demonstrate skill in meeting the comfort needs of the patients
- 8. Provide safe and clean environment
- 9. Demonstrate skill in admission, transfer, and discharge of a patient
- 10. Demonstrate skill in caring for patients with restricted mobility
- 11. Plan and provide appropriate health teaching following the principles
- 12 Acquire skills in assessing and performing First Aid during emergencies.

SKILL LAB Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

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CLINICAL POSTINGS - General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	Communication and Nurse patient relationship Maintaining Communication with patient and family and interpersonal relationship Documentation and Reporting Documenting patient care and procedures Verbal report Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	Monitor/measure and document vital signs in a graphic sheet Temperature (oral, tympanic, axillary) Pulse (Apical and peripheral pulses) Respiration Blood pressure Pulse oximetry Interpret and report alteration Cold Applications – Cold Compress, Ice cap, Tepid Sponging Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter Infection control in Clinical settings Hand hygiene Use of PPE	• Care of patients with alterations in vital signs- 1	Assessment of clinical skills using checklist OSCE
		meeting the comfort Fineeds of the patients Co	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment omfort, Rest & Sleep Bed making- Open Closed Occupied Post-operative		Assessment of climical skills using checklist OSCE

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Clinical Unit	Duration (in Weeks)	Learning Outcome	s Procedural Competencies/ Clini Skills		
			(Supervised Clinical Practice)	Requireme	nts Method
			Cardiac bed		
			o Fracture bed		
			Comfort devices		
			o Pillows		
			o Over bed table/cardiac table		
			o Back rest		
			o Bed Cradle		
			Therapeutic Positions		
			o Supine		
			o Fowlers (low, semi, high)		
			o Lateral		
			o Prone		
			o Sim's		
			o Trendelenburg		
			o Dorsal recumbent		
			o Lithotomy		
			o Knee chest		
			Pain		
			 Pain assessment and provision for comfort 		
	p	rovide safe and clean	Promoting Safety in Health Care Environment		
		nvironment	 Care of Patient's Unit 		
			 Use of Safety devices: 	• Fall risk assessment-1	
			O Side Rails		
		,	Restraints (Physical)		
		i	• Fall risk assessment and Post Fall Assessment		
	1	Demonstrate skill in admission, transfer, and discharge of a	Hospital Admission and discharge, Mobility and Immobility and Patient education		Assessment of clinical skills
		patient	Hospital Admission and discharge		using checklis
		i i	Perform & Document:		• OSCE
			Admission		
	,	į	Transfer		
	2		Planned Discharge		
	l r		to biling 11		
	c	aring for natients		 Individual teaching-1 	 Assessment of climical skills
		obilit.	Range of Motion Exercises		using checklist
			Assist patient in:		• OSCE
1			o Moving		

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health	o Turning		
		teaching following	a Logralling		
		the principles	Changing position of helpless patient		
			Transferring (Bed to and from chair/wheelchair/ stretcher)		
			Patient education		
	1	Demonstrate skills in	First aid and Emergencies	Module	Assessment of
		assessing and performing First Aid	 Bandaging Techniques 	completion National	clinical skills using checklist OSCE (first aid competencies)
		during emergencies	o Basie Bandages:	Disaster	
			 Circular 	Management Authority	
			Spiral	(NDMA) First	* "",
			 Reverse-Spiral 	Aid module (To complete it	
			Recurrent	in clinicals if	
			 Figure of Eight 	not completed during lab)	
			o Special Bandages	•	
			Caplin		
			Eye/Ear Bandage		
			Jaw Bandage		
			Shoulder Spica		
			Thumb spica		
			 Triangular Bandage/ Sling (Head & limbs) 		
			* Binders		

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Describe the metabolism of carbohydrates and its alterations.
- 2. Explain the metabolism of lipids and its alterations.
- 3. Explain the metabolism of proteins and amino acids and its alterations.
- 4. Explain clinical enzymology in various disease conditions.
- 5. Explain acid base balance, imbalance and its clinical significance.
- 6. Describe the metabolism of hemoglobin and its clinical significance.
- 7. Explain different function tests and interpret the findings.
- Illustrate the immunochemistry.

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COURSE OUTLINE

T - Theory

Unit	Tin (Hr:		Content	Teaching/ Learning Activities	Assessment Methods
I	8 (**	f) Describe the metabolism of carbohydrates ar its alterations	Carbohydrates • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & managemen in brief • Investigations of Diabetes Mellitus • OGTT – Indications, Procedure, Interpretation and types of GTT curve • Mini GTT, extended GTT, GCT, IV GTT • HbA1c (Only definition) • Hypoglycemia – Definition & causes	 Explain using charts and slides Demonstration of	EssayShort answerVery short answer
II	8(1	Explain the metabolism of lipids and its alterations	 Lipids Fatty acids – Definition, classification Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids Digestion, absorption & metabolism of lipids & related disorders Compounds formed from cholesterol Ketone bodies (name, types & significance only) Lipoproteins – types & functions (metabolism not required) Lipid profile Atherosclerosis (in brief) 	Discussion • Explain using	• Essay • Short answer • Very short answer
III	9 (T)		Proteins Classification of amino acids based on nutrition, metabolic rate with examples Digestion, absorption & metabolism of protein & related disorders Biologically important compounds synthesized from various amino acids (only names) In born errors of amino acid metabolism – only aromatic amino acids (in brief) Plasma protein – types, function & normal values Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia Principle of electrophoresis, normal & abnormal electrophoretic patterns (in	Discussion Explain using	Essay Short answer Very short answer

Uni	t Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
IV	4 (T)	Evalain aliniaal	brief)		
IV	4 (T)	Explain clinical enzymology in various disease conditions	 Clinical Enzymology Isoenzymes – Definition & properties Enzymes of diagnostic importance in Liver Diseases – ALT, AST, ALP, GGT Myocardial infarction – CK, cardiac troponins, AST, LDH Muscle diseases – CK, Aldolase Bone diseases – ALP Prostate cancer – PSA, ACP 	 Lecture cum Discussion Explain using charts and slides 	EssayShort answerVery short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance pH – definition, normal value Regulation of blood pH – blood buffer, respiratory & renal ABG – normal values Acid base disorders – types, definition & causes	Lecture cum Discussion Explain using charts and slides	 Short answer Very short answer
VI	2(T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism Heme degradation pathway Jaundice – type, causes, urine & blood investigations (van den berg test)	Discussion	Short answerVery short answer
VII	3 (T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) Renal Liver Thyroid	Discussion	Short answer Very short answer
VIII		Illustrate the immunochemistry	Immunochemistry • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA	Discussion	Short answer Very short answer

Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER THEORY: 3 credits (60 hours)

Theory : 45 hours
Lab : 15 hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Identify the importance of nutrition in health and wellness.
- 2. Apply nutrient and dietary modifications in earing patients.
- 3. Explain the principles and practices of Nutrition and Dietetics.
- 4. Identify nutritional needs of different age groups and plan a balanced diet for them.
- 5. Identify the dietary principles for different diseases.
- 6. Plan therapeutic diet for patients suffering from various disease conditions.
- 7. Prepare meals using different methods and cookery rules.

COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition Concepts Definition of Nutrition & Health Malmutrition — Under Nutrition & Over Nutrition Role of Nutrition in maintaining health Factors affecting food and nutrition Nutrients Classification Macro & Micronutrients Organic & Inorganic Energy Yielding & Non-Energy Yielding Food Classification — Food groups Origin	Lecture cum Discussion Charts/Slides	 Essay Short answer Very short answer
11	3(T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	Carbohydrates Composition – Starches, sugar and cellulose Recommended Daily Allowance (RDA) Dietary sources Functions Energy Unit of energy – Kcal Basal Metabolic Rate (BMR) Factors affecting BMR	Discussion • Charts/Slides	EssayShort answerVery short answer
****	3 (T)	Describe the classification, Functions, sources	Proteins Composition	Discussion Charts/Slides	• Essay • Short answer • Very short

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Unit	Time (Hrs)		Content	Teaching/ Learning Activities	Assessmen Methods
		and RDA of proteins.	 Eight essential amino acids Functions Dietary sources	Models Display of food items	answer
V	3 (T)	Describe the classification, Functions, sources and RDA of fats Describe the classification, functions, sources and RDA of vitamins	 Protein requirements – RDA Fats Classification – Saturated & unsaturated Calorie value Functions Dietary sources of fats and fatty acids Fat requirements – RDA Vitamins Classification – fat soluble & water soluble Fat soluble – Vitamins A, D, E, and K Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12 Ascorbic acid (vitamin C) 	 Charts/Slides Models Display of food items Lecture cum Discussion Charts/Slides Models Display of food items 	 Essay Short answer Very short answer Essay Short answer Very short answer
VI		Describe the classification, functions, sources and RDA of minerals	 Functions, Dietary Sources & Requirements – RDA of every vitamin Minerals Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements Functions Dietary Sources Requirements – RDA 	Discussion	Short answerVery short answer
- 1	8 (L)		Balanced diet Definition, principles, steps Food guides – Basic Four Food Groups RDA – Definition, limitations, uses Food Exchange System Calculation of nutritive value of foods Dietary fibre Nutrition across life cycle Meal planning/Menu planning – Definition, principles, steps Infant and Young Child Feeding (IYCF)	Discussion	Short answer Very short answer

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Unit	Time (Hrs)	1	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly Diet in pregnancy – nutritional requirements and balanced diet plan		
			Anemia in pregnancy – diagnosis, diet fo anemic pregnant women, iron & folic acid supplementation and counseling	r	
			Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	Nutritional deficiency disorders Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role Childhood obesity – signs & symptoms, assessment, management & prevention	Lecture cum Discussion Charts/Slides Models	EssayShort answerVery short answer
			 and nurses' role Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role 		
			Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses' role		
IX	4 (T) 7 (L)	Principles of diets in various diseases	 Therapeutic diets Definition, Objectives, Principles Modifications – Consistency, Nutrients, Feeding techniques. Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period 	Discussion • Meal planning	EssayShort answerVery short answer
X		and preservation of nutrients	Cookery rules and preservation of nutrients	Discussion Charts/Slides	Short answer Very short answer

Uni	t Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
XI	4(T)	Explain the methods of nutritional assessment and nutrition education	Nutrition assessment and nutrition education Objectives of nutritional assessment Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method Nutrition education – purposes, principles and methods		Essay Short answer Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse Nutritional problems in India National nutritional policy National nutritional programs — Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced Role of nurse in every program	Lecture cum Discussion	Essay Short answer Very short answer
XIII	2 (T)		 Food safety Definition, Food safety considerations & measures Food safety regulatory measures in India – Relevant Acts Five keys to safer food Food storage, food handling and cooking General principles of food storage of food items (ex. milk, meat) Role of food handlers in food borne diseases Essential steps in safe cooking practices 	related acts	• Quiz • Short answer

Food born diseases and food poisoning are dealt in Community Health Nursing I.

NURSING FOUNDATION - H (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab. 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

- Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
- Assess the Nutritional needs of patients and provide relevant care under supervision
- 4. Identify and meet the hygienic needs of patients
- 5. Identify and meet the elimination needs of patient
- 6. Interpret findings of specimen testing applying the knowledge of normal values
- 7. Promote oxygenation based on identified oxygenation needs of patients under supervision
- 8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
- 9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
- 10. Calculate conversions of drugs and dosages within and between systems of measurements
- 11. Demonstrate knowledge and understanding in earing for patients with altered functioning of sense organs and unconsciousness
- 12. Explain loss, death and grief
- 13. Describe sexual development and sexuality
- 14. Identify stressors and stress adaptation modes
- 15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
- 16. Explain the introductory concepts relevant to models of health and illness in patient care

*Mandatory Module used in Teaching/Learning:

Health Assessment Module: 40 hours

COURSE OUTLINE

T - Theory, SL - Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
Ī	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	 Health Assessment Interview techniques Observation techniques Purposes of health assessment Process of Health assessment Health history Physical examination: Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction Preparation for examination: patient and unit General assessment Assessment of each body system Documenting health assessment findings 	 Modular Learning *Health Assessment Module Lecture cum Discussion Demonstration 	1 '
11		Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	The Nursing Process Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing Nursing Process Overview	Discussion	Essay Short answer Objective type Evaluation of care plan

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Unit	Time (ffrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessme Methods
		approach	0Assessment		
			Collection of Data: Types, Sources, Methods		
			 Organizing Data 		
			 Validating Data 		
			 Documenting Data 		
			○ Nursing Diagnosis		
			 Identification of client problems, risks and strengths 		
			 Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis 		
			 NANDA approved diagnoses 		
			 Difference between medical and nursing diagnosis 		:
			o Planning		
			 Types of planning 		
			 Establishing Priorities 		
	700		 Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements 		
			 Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders 		
			 Introduction to Nursing Intervention Classification and Nursing Outcome Classification 		
			 Guidelines for writing care plan 		
			o Implementation		
			 Process of Implementing the plan of care 		
			 Types of care – Direct and Indirect 		
			o Evaluation		
			 Evaluation Process, Documentation and Reporting 		
1			Nutritional needs	• Lecture •	Essay
		the Nutritional needs of patients	Importance	• Discussion •	Short answe
		•	Factors affecting nutritional needs	• Demonstration •	Objective ty
		•	Assessment of nutritional status	Exercise	Evaluation o
		•	Review: special diets – Solid, Liquid, Soft	Supervised Clinical practice	nutritional assessment &
		•	Review on therapeutic diets		diet planning
\perp		•	Care of patient with Dysphagia,		

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Unit	Time (Hrs)		S Content	Teaching/ Learning Activities	Assessment Methods
			Anorexía, Nausea, Vomiting		
			Meeting Nutritional needs: Principles, equipment, procedure, indications		
			o Oral		
			Enteral: Nasogastric/ Orogastric		
			o Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy		
			Parenteral — TPN (Total Parenteral Nutrition)		
IV	5 (T)	Identify and meet	Hygiene	Lecture	Essay
	15	the hygienic needs of patients	Factors Influencing Hygienic Practice	Discussion	
	(SL)	,	Hygienic care: Indications and purposes, effects of neglected care	Demonstration	Short answerObjective type
			 Care of the Skin – (Bath, feet and nail, Hair Care) 		• OSCE
			o Care of pressure points		
			 Assessment of Pressure Ulcers using Braden Scale and Norton Scale 		
			 Pressure ulcers – causes, stages and manifestations, care and prevention 		
			o Perincal care/Meatal care		
			 Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) 		
V	10 (T)	Identify and meet	Elimination needs	• Lecture	Essay
	10	the elimination needs of patient	Urinary Elimination	• Discussion	Short answer
	(SL)		Review of Physiology of Urine Elimination, Composition and characteristics of urine	• Demonstration	Objective type
			 Factors Influencing Urination 		
			 Alteration in Urinary Elimination 		
			Facilitating urine elimination: assessment, types, equipment, procedures and special considerations		
			Providing urinal/bed pan		
			O Care of patients with		
			Condom drainage		
			Intermittent Catheterization		
			Indwelling Urinary catheter and urinary drainage		
			 Urinary diversions 		
			 Bladder irrigation 		

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Unit	Time (Hrs)	Learning Outcome	S Content	Teaching/ Learning Activities	Assessment Methods
			Bowel Elimination		· · · · · · · · · · · · · · · · · · ·
			o Review of Physiology of Bowel Elimination, Composition and characteristics of feces		
			o Factors affecting Bowel elimination		
			 Alteration in Bowel Elimination 		
			Facilitating bowel elimination: Assessment, equipment, procedures		
			Enemas		
			 Suppository 		
			 Bowel wash 		
			Digital Evacuation of impacted feces		
			 Care of patients with Ostomies (Bowel Diversion Procedures) 		
VI	3 (T)	Explain various types of specimens	Diagnostic testing	• Lecture •	Essay
	4 (SL)	and identify normal values of tests	 Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications 	Discussion Demonstration	Short answer
		Develop skill in	 Complete Blood Count 		
		specimen	 Serum Electrolytes 		
		collection, handling and transport	o LFT		
			 Lipid/Lipoprotein profile 		
	-		 Serum Glucose – AC, PC, HbA1c 		
	****		 Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) 		
			O Stool Routine Examination		
			 Urine Testing – Albumin, Acetone, pH, Specific Gravity 		
			 O Urine Culture, Routine, Timed Urine Specimen 		
			Sputum culture		
		,	Overview of Radiologic & Endoscopic Procedures		
11		Assess patients for	Oxygenation needs	• Lecture •	Essay
	10	oxygenation needs, promote	Review of Cardiovascular and	• Discussion •	Short answer
		oxygenation and orovide care during	Respiratory Physiology		
		oxygen therapy	Factors affecting respiratory functioning	Re-demonstration	Objective type
		•	Alterations in Respiratory Functioning		
		•	Conditions affecting		
			o Airway		
			O Movement of air		

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	Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				Diffusion		
				Oxygen transport		
				 Alterations in oxygenation 		
				 Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure 		
				o Maintenance of patent airway		
				 Oxygen administration 		
				 Suctioning – oral, tracheal 		
				 Chest physiotherapy – Percussion, Vibration & Postural drainage 		
				 Care of Chest drainage – principles & purposes 		
				 Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation 		
			•	Restorative & continuing care	-	1
	ı			• Hydration		
				o Humidification		
				 Coughing techniques 		
				Breathing exercises		
L				o Incentive spirometry		
	VIII	5 (T) 10	Describe the concept of fluid, electrolyte balance	Fluid, Electrolyte, and Acid – Base Balances		Essay
		(SL)	•	Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances	Discussion Demonstration	Short answer Objective type Problem
			•	Factors Affecting Fluid, Electrolyte and Acid-Base Balances		solving – calculations
			•	Disturbances in fluid volume:		
				o Deficit		
				 Hypovolemia 		
				 Dehydration 		
				o Excess		
				Fluid overload		
				* Edema		
				Electrolyte imbalances (hypo and hyper)		
				Acid-base imbalances		
				Metabolic – acidosis & alkalosis		
				■ Respiratory – acidosis & alkalosis		
			0	Intravenous therapy		

Unit	Time (Hrs)	Learning Outcome	S Content	Teaching/ Learning Activities	Assessment Methods
			Peripheral venipuncture sites		
			 Types of IV fluids 		
			 Calculation for making IV fluid plan 		
			Complications of IV fluid therapy		
			Measuring fluid intake and output		
			 Administering Blood and Blood components 		
			 Restricting fluid intake 		
			Enhancing Fluid intake		
IX	20 (T)	Explain the	Administration of Medications	• Lecture	
	22	principles, routes, effects of	Introduction – Definition of		• Essay
İ	(SL)	administration of	Medication, Administration of	Discussion	Short answer
		medications	Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications,	 Demonstration & Re-demonstration 	 Objective type
		Calculate	Purposes, Pharmacodynamics and Pharmacokinetics	** wennishandi	• OSCE
		conversions of	 Factors influencing Medication Action 		
		drugs and dosages within and between	Medication orders and Prescriptions		
		systems of measurements	Systems of measurement		
		measurements	Medication dose calculation		
		Administer oral and topical medication	Principles, 10 rights of Medication Administration		
		and document accurately under	Errors in Medication administration		
		supervision .			
			Storage and maintenance of drugs and Nurses responsibility		
	****	•	Terminologies and abbreviations used in prescriptions and medications orders		
		•			
		•	Oral, Sublingual and Buccal routes Equipment, procedure		
		•	Introduction to Parenteral		
			Administration of Drugs –		
			Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of		
			site, Advantages and disadvantages of		
			the specific sites, Indication and contraindications for the different routes		
			and sites.		
			Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes		
		•	Types of vials and ampoules, Preparing Injectable medicines from		
			vials and ampoules Care of equipment: decontamination and disposal of syringes, needles,		

Un	it Time (Hrs)		s Content	Teaching/ Learning Activities	Assessment Methods
X	3	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	infusion sets o Prevention of Needle-Stick Injuries Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Reetal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) — purposes, types, equipment, procedure, recording and reporting of medications administered Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial Sensory needs Introduction Components of sensory experience — Reception, Perception & Reaction Arousal Mechanism Factors affecting sensory function Assessment of Sensory alterations — sensory deficit, deprivation, overload & sensory poverty Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)	Activities	Methods
		•	o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing		

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Un	(Hrs)		Content	Teaching/ Learnin Activities	Assessment Methods
X	4 (T)	Explain loss, death and grief	Care of Terminally ill, death and dyin	g • Lecture	• Essay
	6 (SL) and grief	• Loss – Types	 Discussion 	Short answer
			Grief, Bereavement & Mourning	Case discussions	Objective type
			Types of Grief responses	Death care/last	1
			Manifestations of Grief	office	
			 Factors influencing Loss & Grief Responses 		
			 Theories of Grief & Loss – Kubler Ross 		
			• 5 Stages of Dying		
			The R Process model (Rando's)		
			 Death – Definition, Meaning, Types (Brain & Circulatory Deaths) 		
			 Signs of Impending Death 		
			Dying patient's Bill of Rights		
			Care of Dying Patient		
			 Physiological changes occurring after Death 		
			Death Declaration, Certification		
		•	Autopsy		
		•	Embalming		
		•	Last office/Death Care		
		•	Counseling & supporting grieving relatives		
		•	Placing body in the Mortuary		
		•	Releasing body from Mortuary		
·		•	Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia		
		P	SYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic A understanding of	. Self-concept	Lecture	• Essay
		self-concept	Introduction	Discussion	
		•	Components (Personal Identity, Body	Demonstration	
			Image, Role Performance, Self Esteem)	Case Discussion/	,,,,,,,
		•	Factors affecting Self Concept	Role play	
111	2 (T)	Describe sexual B .	Nursing Management		
		development and	Sexuality	Lecture •	Essay
		sexuality	Sexual development throughout life	Discussion	Short answer
		•	Sexual health	•	Objective
		•	Sexual orientation		type
		•	Factors affecting sexuality		

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	it Tin (Hr		Omes Content	Teaching/ Learning Activities	Assessment Methods
			 Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse 		
			Dealing with inappropriate sexual behavior		
XI	V 2 (1) 4 (S)	adaptation	C. Stress and Adaptation – Introductory concepts	• Lecture	• Essay
			 Introduction 	 Discussion 	 Short answe
			Sources, Effects, Indicators & Types of Stress		 Objective type
			Types of stressors		
			 Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) 		
			Manifestation of stress – Physical & psychological		
			Coping strategies/ Mechanisms		
			Stress Management		
			Assist with coping and adaptation		
			Creating therapeutic environment		
			Recreational and diversion therapies		
(V	6 (T)	Explain culture ar cultural norms	D. Concepts of Cultural Diversity and Spirituality	Lecture •	Essay
			Cultural diversity	Discussion	Short answer
		Integrate cultural differences and spiritual needs in	Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation	•	Objective type
		providing care to patients under	o Transcultural Nursing		
		supervision	Cultural Competence		
			o Providing Culturally Responsive Care		
			Spirituality		
			o Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing		
			Factors affecting Spirituality		
			Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience		
			o Dealing with Spiritual Distress/Problems		
1	6 (T)	Explain the significance of	Nursing Theories: Introduction •	Lecture	Essay
	***	nursing theories	Meaning P.T. C. W.	Discussion	Short answer Objective
1			Use of theories in nursing practice		`

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

PRACT/ICE COMPETENCIES: On completion of the course, the student will be able to

- Perform health assessment of each body system
- 2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
- 3. Identify and meet the Nutritional needs of patients
- 4. Implement basic nursing techniques in meeting hygienic needs of patients
- 5. Plan and Implement care to meet the elimination needs of patient
- 6. Develop skills in instructing and collecting samples for investigation.
- 7. Perform simple lab tests and analyze & interpret common diagnostic values
- 8. Identify patients with impaired oxygenation and demonstrate skill in earing for patients with impaired oxygenation
- 9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid base imbalances
- 10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
- 11. Care for terminally ill and dying patients

SKILL LAB Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Health Assessment	Standardized Patient
2.	Nutritional Assessment	Standardized Patient
3.	Sponge bath, oral hygiene, perineal care	Mannequin
4.	Nasogastrie tube feeding	Trainer/ Simulator
5.	Providing bed pan & urinal	Mannequin
6.	Catheter care	Catheterization Trainer
7.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8.	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9.	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10.	Last Office	Mannequin

CLINICAL POSTINGS - General Medical/Surgical Wards

(16 weeks \times 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	Nursing/Health history taking Perform physical examination: General	History Taking - 2 Physical examination - 2	Assessment of elinical skills using checklist OSCE

Clinical Unit	Duration (Weeks)		Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			o Body systems		
			 Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction 		
			Identification of system wise deviations		
			 Documentation of findings 		
	1	Develop skills in	The Nursing Process	Nursing	Evaluation of
		assessment, planning, implementation and evaluation of nursing care using Nursing process approach	Prepare Nursing care plan for the patient based on the given case scenario		Nursing process with criteria
	2	Identify and meet the	Nutritional needs, Elimination	Nutritional	Assessment of
		Nutritional needs of patients	needs& Diagnostic testing	Assessment and Clinical	clinical skills
			Nutritional needs	Presentation – 1	using checklist
			Nutritional Assessment		• OSCE
			Preparation of Nasogastric tub feed	c	
			Nasogastric tube feeding		
		Implement basic	Hygiene	Pressure sore	
		nursing techniques in	Care of Skin & Hair:	assessment - 1	
		meeting hygienic needs of patients	- Sponge Bath/ Bed bath		
		•	 Care of pressure points & back massage 		
			 Pressure sore risk assessment using Braden/Norton scale 		
			- Hair wash		
			- Pediculosis treatment		
			Oral Hygiene		
			Perineal Hygiene		
		1	Catheter care		
	2	Plan and Implement care to meet the	Elimination needs	Clinical •	Assessment of
		elimination needs of	Providing	Presentation on Care of patient	clinical skills using checklist
		patient	– Urinal	with '	OSCE
			- Bedpan	Constipation – 1	OBCL
		•	Insertion of Suppository		
		•	Enema	• Lab values –	
		Develop skills in	Urinary Catheter care	inter-pretation	
		instructing and	Care of urinary drainage		
		collecting samples for principles investigation.	Piagnostic testing		

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Clinical Unit	Duration (Weeks)		Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Perform simple lab tests and analyze & interpret common diagnostic values	 Specimen Collection Urine routine and culture Stool routine Sputum Culture Perform simple Lab Tests using reagent strips Urine – Glucose, Albumin, Acetone, pH, Specific gravity Blood – GRBS Monitoring 		
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs Oxygenation needs Oxygen administration methods Nasal Prongs Face Mask/Venturi Mask Steam inhalation Chest Physiotherapy Deep Breathing & Coughing Exercises Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances Maintaining intake output chart Identify & report complications of IV therapy Observe Blood & Blood Component therapy Identify & Report		 Assessment of clinical skills using checklist OSCE Assessment of clinical skills using checklist OSCE
		Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between	Preparation of lotions & solutions	•	Assessment of clinical skills using checklist OSCE
		Administer drugs by the following routes-Oral, Intradermal,	o Topical o Inhalations o Parenteral Intradermal Subcutaneous		

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	 Instillations Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations 		_
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying Sensory Needs and Care of Unconscious patients Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying Death Care	Nursing rounds on care of patient with altered sensorium	 Assessment of clinical skills using checklist OSCE Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

DESCRIPTION: This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Develop a basic understanding of computer application in patient care and nursing practice.
- 2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
- 3. Describe the principles of health informatics and its use in developing efficient healthcare.
- 4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
- Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
- 6. Apply the knowledge of interoperability standards in clinical setting.
- 7. Apply the knowledge of information and communication technology in public health promotion.
- 8 Utilize the functionalities of Nursing Information System (NIS) system in nursing
- 9. Demonstrate the skills of using data in management of health care.
- 10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
- 11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
- 12. Update and utilize evidence-based practices in nursing education, administration, and practice.

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COURSE OUTLINE

T - Theory, P/L - Lab

Unit		ime Hrs)	Learning Outcom	es Content	Teaching/ Learning Activities	Assessment Methods
	T	P/.	I.			
1	10	Part of the Part o	Describe the importance of computer and technology in paties care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice Use of computers in teaching, learning, research and nursing practice	 Lecture Discussion Practice session Supervised clinical practice on EHR use Participate in data analysis using statistical package with statistician 	 (T) Short answer Objective type Visit reports Assessment of assignments
			Demonstrate the use of computer and technology in patien care, nursing education, practice, administration and research.	Excel. Power Point	Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist
)tes:	4	5	Describe the principles of health-informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics Health informatics – needs, objectives and limitations Use of data, information and knowledge for more effective healthcare and better health	 Discussion Practical session Work in groups with health informatics team in a hospital to extract 	 (T) Essay Short answer Objective type questions Assessment of report
1	3		Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems in Healthcare Introduction to the role and architecture of information systems in modern healthcare environments Clinical Information System (CIS)/Hospital information System (HIS)	Discussion Demonstration	Essay Short answer Objective type
	4		electrome health records in nursing practice	form Latest global developments and	 Discussion Practice on Simulated EHR system Practical session Visit to health informatics department of a hospital to 	Essay Short answer Objective type O) Assessment of skills using checklist

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Uni	- 1	Time (Hrs)	Learning Outcom	Content Content	Teaching/ Learning Activities	Assessment Methods
	I	P/.	L.		Prepare a report on current EHR standards in Indian setting	
V	3		Describe the advantages and limitations of healt informatics in maintaining patient safety and risk management	safety and informatics	Lecture Discussion	(T)EssayShort answerObjective type
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	Clinical Knowledge & Decision Making Role of knowledge management in improving decision-making in both the clinical and policy contexts Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	 Demonstration Practical session Work in groups to prepare a report on standardized languages used in health informatics. Visit health informatics department to understand the standardized languages used in hospital setting 	(T)EssayShort answerObjective type
			information and communication technology in patient care Explain the application of public health informatics	communication feehnology to improve or enable personal and public healthcare Introduction to public health	DiscussionDemonstration	EssayShort answerObjective typePractical exam
7111	3		Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	Components of Nursing Information system(NIS) Evaluation, analysis and	Discussion Demonstration on simulated NIS softwore.	T) Essay Short answer Objective type
X	4	i I	nd legal issues in lealthcare informatics	Ethical-legal issues pertaining to healthcare information in contemporary eliminal propries.	Lecture (1) Discussion Case discussion	Essay Short answer Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
X	3		relevance of evidence-based	Based Practice Use of scientific evidence in	LectureDiscussionCase study	(T)EssayShort answerObjective type

SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data.

Develop skill in conducting literature review.

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER THEORY: 2 Credits (40 hours)

PRACTICAL: 1 Credit (40 hours) (Lab/Experiential Learning – L/E)

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

PRACTICAL: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
- 2. Classify and explain the morphology and growth of microbes.
- 3 Identify various types of microorganisms.
- 4. Explore mechanisms by which microorganisms cause disease.
- 5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
- 6. Apply the principles of preparation and use of vaccines in immunization.
- Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

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COURSE OUTLINE

T - Theory, L/E - Lab/Experiential Learning

Unit	T	ime (Hrs)	Learning	Content	Teaching/ Learning	Assessment
	T	Р	Outcomes		Activities	Methods
Unit			Explain concepts and principles of microbiology and its importance in nursing Describe structure, classification morphology and growth of bacteria Identify Microorganisms	Introduction: Importance and relevance to nursing Historical perspective Concepts and terminology Principles of microbiology General characteristics of Microbes: Structure and classification of Microbes Morphological types Size and form of bacteria Motility Colonization Growth and nutrition of microbes Temperature Moisture Blood and body fluids Laboratory methods for Identification of Microorganisms Types of Staining — simple,	Teaching/ Learning Activities • Lecture cum	
111	4	1	Describe the different disease producing organisms	Identification of Microorganisms Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria Cathogenic organisms Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative	Discussion	Short answer Objective type
V 2	3			entry, transmission of infection, Identification of disease producing micro-organisms	1	Short answer

Unit	Time (Hrs)		Learning	co to to to to to to to to to to to to to	Teaching/ Learning	ing Assessment
	Т	P	- Outcomes		Activities	Methods
			immunity, hyper sensitivity and immunization	Hypersensitivity reactionsSerological tests	 Discussion Demonstration Visit to observe vaccine storage Clinical practice 	type Visit report

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours (Lab/Experiential Learning - L/E)

DESCRIPTION: This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

COMPETENCIES: The students will be able to:

- 1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
- 2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
- 3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
- 4. Illustrate various disinfection and sterilization methods and techniques.
- 5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
- 6. Incorporate the principles and guidelines of Bio Medical waste management.
- 7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
- 8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
- 9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
- 10. Identify employee safety indicators and risk of occupational hazards
- 11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

T - Theory, L/E - Lab/Experiential Learning

Unit	Time (Hrs)		Learning	Content	Teaching/ Learning	Assessment
,	T	Р	Outcomes		Activities	Methods
news	2		and effective	HAI (Hospital acquired Infection) Hospital acquired infection Bundle approach Prevention of Urinary Tract Infection (UTI) Prevention of Surgical Site Infection (SSI) Prevention of Ventilator	Discussion Experiential learning	 Knowledge assessment MCQ Short answer

Unit		ime (Hrs	Learning Outcomes	Content	Teaching/ Learning	Assessmen
	Т	Р	Oatcomes		Activities	Methods
			setting	Associated events (VAE)		
				- Prevention of Central Line Associated Blood Stream Infection (CLABSI)		
				Surveillance of HAI – Infection control team & Infection control committee		
11	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect)	Lecture Demonstration & Re-demonstration	Performance assessment OSCE
				Epidemiology & Infection prevention – CDC guidelines Effective use of PPE		
11	1	2 (L)	Demonstrate the	Hand Hygiene		F
			hand hygiene	Types of Hand hygiene.	• Lecture	 Performance assessment
			practice and its effectiveness on infection control	• Hand weeking and up of at-at-at-	Demonstration & Re-demonstration	
				Moments of Hand Hygiene		
				WHO hand hygiene promotion		
$\overline{\mathbf{v}}$	1	2 (E)	Illustrates	Disinfection and sterilization	Lecture	^
			disinfection and sterilization in	• Definitions		• Short answer
			the healthcare setting	Types of disinfection and sterilization	Experiential learning through	Objective type
				Environment cleaning	visit	
				Equipment Cleaning		
				 Guides on use of disinfectants 		
				Spaulding's principle		
	1		Illustrate on	Specimen Collection (Review)	• Discussion •	Knowledge
			what, when, how, why	 Principle of specimen collection 		evaluation
			specimens are collected to	Types of specimens	•	Quiz
			optimize the diagnosis for	Collection techniques and special considerations	•	Performance assessment
			treatment and management.	Appropriate containers	•	Checklist
			1	• Transportation of the sample		
				Staff precautions in handling specimens		
	2	1	Medical waste nanagement & L	danagement) aundry management process and	Demonstration	Knowledge assessment by short answers,
			management in	nfection control and prevention	learning through	objective type Performance

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Unit	T	ime (Hrs)	677	Content	Teaching/ Learning	Assessment
	T	P	Outcomes		Activities	Methods
				Waste management process and infection prevention	visit	assessment
				Staff precautions		
				Laundry management		
				Country ordinance and BMW National guidelines 2017, Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation		
VII	2		Explain in detai		• Lecture	Short answer
			about Antibiotic stewardship, AMR	Importance of Antibiotic Stewardship	Discussion	Objective type
				Anti-Microbial Resistance	Written assignment	Assessment of
			Describe MRSA/ MDRO and its	Prevention of MRSA, MDRO in healthcare setting	-Recent AMR (Antimicrobial resistance) guidelines	assignment
			prevention			
VIII	3	5 (L/E)	Enlist the patien safety indicators	Patient Safety Indicators	• Lecture	Knowledge
			followed in a	Care of Vulnerable patients	Demonstration	assessment
			health care organization and	Prevention of latrogenic injury	Experiential	 Performance assessment
			the role of nurse in the patient	• Care of lines, drains and tubing's	learning	 Checklist/ OSCE
			safety audit	Restrain policy and care – Physical and Chemical		
			<u> </u>	Blood & blood transfusion policy		
				 Prevention of IV Complication 		
				Prevention of Fall		
				Prevention of DVT		
				 Shifting and transporting of patients 		
				Surgical safety		
				Care coordination event related to medication reconciliation and administration		
				 Prevention of communication errors 		
				Prevention of HAI		
				Documentation		
				Incidents and adverse Events		
				Capturing of incidents		
		;	3 a	RCA (Root Cause Analysis)		
		k	events for	CAPA (Corrective and Preventive Action)		Knowledge
			quality improvement	Report writing	Lecture	assessment
					Lecture	Short answer

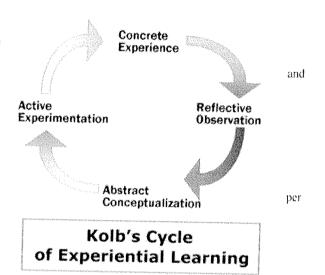
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Γ	Unit	Time (Hrs)			Content	Teaching/ Learning	Addition
	ŀ	T	P	Outcomes		Activities	Assessment Methods
						Role play Inquiry Based Learning	Objective type
	IX]		Enumerate IPS and application of the goals in the patient care settings.	Goals)	Role play	Objective type
		2	3 (L/E)	various safety protocols and its applications	Safety protocol	Demonstration/ Experiential	• Mock drills • Post tests • Checklist
XI	2		i	Explain mportance of employee safety	Employee Safety Indicators Vaccination	Discussion	Cnowledge ssessment by hort answers,
			L		Needle stick injuries (NSI)		

Unit	Time (Hrs)		Learning	Content	Teaching/ Learning	Assessment
	T	P	Outcomes		Activities	Methods
			Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention Fall prevention Radiation safety Annual health check Healthcare Worker Immunization Program and management of occupational exposure Occupational health ordinance Vaccination program for healthcare staff Needle stick injuries and prevention and post exposure prophylaxis	Lecture method Journal review	objective type • Short answer

*Experiential Learning:

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly and order as the learning progresses. As the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



PHARMACOLOGY - 1

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Describe pharmacodynamics and pharmacokinetics.
- Review the principles of drug calculation and administration.
- Explain the commonly used antiseptics and disinfectants.
- 4. Describe the pharmacology of drugs acting on the GI system.
- 5. Describe the pharmacology of drugs acting on the respiratory system.
- 6. Describe drugs used in the treatment of cardiovascular and blood disorders.
- Explain the drugs used in the treatment of endocrine system disorders.
- Describe the drugs acting on skin and drugs used to treat communicable diseases.

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COURSE OUTLINE

T - Theory

Ī.	nit	Time	I I annui - O	T - Theory		
		Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	1	3 (T)		 Introduction to Pharmacology Definitions & Branches Nature & Sources of drugs Dosage Forms and Routes of drug administration Terminology used Classification, Abbreviations, Prescription, Drug Calculation, Weigh and Measures Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion Review: Principles of drug administration and treatment individualization Factors affecting dose, route etc. Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs Rational Use of Drugs Principles of Therapeutics 	Lecture cum Discussion Guided reading and written assignment on schedule K drugs ts	Short answerObjective typeAssessment of
111		T) Do	escribe drugs acting	Pharmacology of commonly used drugs	Discussion Drug study/ presentation Lecture cum Discussion	Short answer Objective type Short answer Objective type
			•	O Laxatives and Purgatives O Antacids and antipeptic ulcer drugs O Anti-diarrhocals – Fluid and electrolyte therapy, Furazolidone, dicyclomine Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	presentation	

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Un	it Tim	I I nomina of the			29
	(Hrs		Content	Teaching/Learning Activities	Assessment Methods
IV	' 2 (T	Describe drugs acting on respiratory system & nurse's responsibilities	Drugs acting on respiratory system Pharmacology of commonly used Antiasthmatics – Bronchodilators (Salbutamol inhalers) Decongestants Expectorants, Antitussives and Mucolytics Broncho-constrictors and Antihistamines	 Lecture cum Discussion Drug study/ presentation 	Short answerObjective type
			Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
V	4 (T)	cardio-vascular system & nurse`s responsibilities	Drugs used in treatment of Cardiovascular system and blood disorders Haematinics, & treatment of anemia and antiadrenergies Cholinergic and anticholinergie Adrenergic Drugs for CHF & vasodilators Antiangmals Antiarrhythmics Antihypertensives Coagulants & Anticoagulants	Discussion	 Short answer Objective type
			 Antiplatelets & thrombolytics Hypolipidemics Plasma expanders & treatment of shock Drugs used to treat blood disorders Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 		
VI		in treatment of sendocrine system disorders	ystem disorders	Discussion	Short answer Objective type

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Unit	Time (Hrs)	January Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1(T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system Antihistaminics and antiprurities Topical applications for skin-Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion Drug study/ presentation	Short answerObjective type
VIII		chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) General Principles for use of Antimicrobials Pharmacology of commonly used drugs: Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials Anaerobic infections Antitubercular drugs, Antiperosy drugs Antimalarials Antiretroviral drugs Antiviral agents Antihelminthics, Antiscabies agents Antifungal agents Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	Drug study/ presentation	Short answer Objective type

PATHOLOGY - 1

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours) (includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
- Rationalize the various laboratory investigations in diagnosing pathological disorders.
- Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

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- 4. Apply the knowledge of genetics in understanding the various pathological disorders.
- 5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
- 6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
- 7. Demonstrate the understanding of various services related to genetics.

COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1 8	8 (T)	Define the common terms used in	Introduction Importance of the study of pathology	Lecture Discussion	Short answerObjective type
		pathology	Cell injury: Etiology, pathogenesis of reversible Fynlain with	- Objective type	
		abnormal structure and functions of body system	 and irreversible cell injury, Necrosis, Gangrene Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis Inflammation: Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) Wound healing Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route Circulatory disturbances: Thrombosis, embolism, shock Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates 	clinical scenarios	
н	e v	pathological shanges in lisease conditions of arrious ystems	Pathological changes in disease conditions of elected systems: Respiratory system		Short answer Objective type

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Uni	t Tim (Hr:	Outrom	Content	Teaching/ Learnin Activities	Assessment Methods
			Infective endocarditis		
			3. Gastrointestinal tract		
			Peptic ulcer disease (Gastric and Duodenal ulcer)		
			Gastritis-H Pylori infection		
			Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma		
			Esophageal cancer		
			Gastric cancer		
			Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer		
			4. Liver, Gall Bladder and Pancreas		
			Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver		
			Gall bladder: Cholecystitis.		
			Pancreas: Pancreatitis		
			Tumors of liver, Gall bladder and Pancreas		
			5. Skeletal system		
			Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors		
			Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis		
			6. Endocrine system		
			Diabetes Mellitus		İ
			Goitre		
			Carcinoma thyroid		
1	7 (T)	Describe various	Hematological tests for the diagnosis of blood disorders	• Lecture	Short answer
		laboratory tests in assessment and monitoring	Blood tests: Hemoglobin, White cell and platelet	DiscussionVisit to clinical lab,	 Objective type
		of disease conditions	Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)	biochemistry lab and blood bank	
			Blood chemistry		
			Blood bank:		
			Blood grouping and cross matching		
	ĺ		o Blood components		
			o Plasmapheresis		
			Transfusion reactions		
		į,	Note: Few lab hours can be planned for observation and visits Less than I credit, lab hours are not specified		
_L			separately)		

ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)

PLACEMENT: III SEMESTER THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL) - 1 Credit (40 hours) Clinical - 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

COMPETENCIES: On completion of Medical Surgical Nursing I course, students will be able to

- Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
- 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
- 3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
- 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
- 5 Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
- Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
- Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
- 8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
- Identify the drugs used in treating patients with medical surgical conditions.
- 10. Plan and give relevant individual and group education on significant medical surgical topics.
- 11. Maintain safe environment for patients and the health care personnel in the hospital.
- 12. Integrate evidence-based information while giving nursing care to patients.

COURSE CONTENT

T - Theory, L/SL - Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
4	(L/SL)	problems Execute the role of a nurse in various medical surgical setting	 Evolution and trends of medical and surgical nursing International classification of diseases 	 Lecture cum discussion Demonstration & Practice session Role play Visit to outpatient department, in patient and intensive care unit 	• Short Answer • OSCE

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Unit	t Tim (Hrs		mes	Content		Teaching/ Learn Activities	ing	Assessment Methods
11	15 (T	Develop competence providing pre and postoperative care		 Care of surgical patient pre-operative post-operative Alternative therapies used in earifor patients with Medical Surgical Disorders 	ing ai			. Tringis
	15 (1 4 (L/SI	and an a Cal	ng of at tus	Intraoperative Care Organization and physical set up the operation theatre Classification O.T Design Staffing Members of the OT team Duties and responsibilities of the nurse in OT Position and draping for common surgical procedures Instruments, sutures and suture materials, equipment for common surgical procedures Disinfection and sterilization of equipment Preparation of sets for common surgical procedures Scrubbing procedures Scrubbing procedures Scrubbing procedures Scrubbing procedures Monitoring the patient during the procedures Maintenance of the therapeutic environment in OT Assisting in major and minor operation, handling specimen Prevention of accidents and hazards in OT Anaesthesia — types, methods of administration, effects and stages, equipment & drugs Legal aspects	of	 Lecture cum Discussion Demonstration, Practice session, a Case Discussion Visit to receiving bay 		Caring for patient intra operatively Submit a list of disinfectants used for instruments with the action and precaution
i	11 (01)	Identify the signs and symptoms of shock and electrolyte imbalances	cor	nagement	d	ecture, discussion, emonstration		hort answer
	Į,	Develop skills in nanaging fluid and electrolyte imbalances	1	hock	• C	ase discussion		ase report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
V	5 (L)	pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders	O Chest Injuries Acute respiratory distress syndrome Pulmonary embolism Health behaviours to prevent respiratory illness Nursing Management of patients with disorders of digestive system Review of anatomy and physiology of GI system Nursing assessment —History and physical assessment	• Demonstration,	• Essay • Short answer • OSCE Short answer Quiz OSCE

Unit	Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	 Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors 		
			o Gall bladder: inflammation, Cholelithiasis, tumors		
			Gastric decompression, gavage and stoma care, different feeding techniques	1	
			Alternative therapies, drugs used in treatment of disorders of digestive system	1	
VI	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders. Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	Nursing Management of patients with cardiovascular problems Review of anatomy and physiology of cardio-vascular system Nursing Assessment: History and Physical assessment Invasive & non-invasive cardiac procedures Disorders of vascular system-Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction Valvular disorders: congenital and acquired Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies Cardiac dysrhythmias, heart block Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock, cardiac	Drug Book/ presentation Completion of BCLS Module	Care plan Drug record BLS/ BCLS evaluation
			tamponade Cardiopulmonary arrest		
VII	3 (L.)	pathophystology, clinical manifestations,	with disorders of blood	bank	Interpretation of blood reports
		medical, surgical,	 Review of Anatomy and Physiology of blood Nursing assessment, history, physical assessment & Diagnostic tests 	• Counseling	Visit report
		International International	Anemia, Polycythemia Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,		

Uni	Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
		Prepare and provides health education on blood donation	agranulocytosis • Lymphomas, myelomas		
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, elinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in	 Review of anatomy and physiology of endocrine system Nursing Assessment —History and Physical assessment Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) 		Prepare health education on self-administration of insulin Submits a diabetic diet plan
1X	8 (T) 2 (L)	Demonstrate skill in medicated bath Prepare and provide health education on skin care	Nursing management of patients with disorders of Integumentary system Review of anatomy and physiology of skin Nursing Assessment: History and Physical assessment Infection and infestations; Dermatitis Dermatoses; infectious and Non infectious Acne, Allergies, Eczema & Pemphigus Psoriasis, Malignant melanoma, Alopecia Special therapies, alternative therapies Drugs used in treatment of disorders of integumentary system	 Lecture, discussion Demonstration Practice session Case Discussion 	Drug report Preparation of Home care plan
X	4 (L)	pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical,	Review of Anatomy and physiology of the musculoskeletal system Nursing Assessment: History and	Discussion	Nursing care plan Prepare health teaching on care of patient with cast

Unit Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	Demonstrate skill in musculoskeletal assessment	contusion, amputation Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour		
	Prepare patient for radiological and non-radiological	Orthopedic modalities: Cast, splint, traction, crutch walking	,	
	investigations of musculoskeletal system	Musculoskeletal inflammation: Bursitis, synovitis, arthritis		
	Demonstrate skill in	 Special therapies, alternative therapies 		
	erutch walking and splinting	Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease		
	Demonstrate skill in care of patient with replacement surgeries	Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine		
		Rehabilitation, prosthesis		e e
	Prepare and provide health education on bone healing	Replacement surgeries		
	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse	 Nursing Assessment: History and Physical assessment, Diagnostic tests Tuberculosis Diarrhoeal diseases, hepatitis A-E, Typhoid Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza Meningitis Gas gangrene 	Lecture, discussion, demonstration Practice session Case Discussion/seminar Health education Drug Book/presentation Refer TB Control & Management module	Prepares and submits protocol on various isolation techniques

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 27 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

- 1. Utilize the nursing process in providing care to the sick adults in the hospital:
 - a. Perform complete health assessment to establish a data base for providing quality patient care.
 - b. Integrate the knowledge of diagnostic tests in the process of data collection.
 - c. Identify nursing diagnoses and list them according to priority.
 - d. Formulate nursing care plan, using problem solving approach.
 - e. Apply scientific principles while giving nursing care to patients,
 - f. Perform nursing procedures skillfully on patients.
 - g. Establish/develop interpersonal relationship with patients and family members.
 - Evaluate the expected outcomes and modify the plan according to the patient needs
- 2. Provide comfort and safety to adult patients in the hospital.
- 3. Maintain safe environment for patients during hospitalization.
- 4. Explain nursing actions appropriately to the patients and family members.
- 5. Ensure patient safety while providing nursing procedures.
- Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
- Provide pre, intra and post-operative care to patients undergoing surgery.
- Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
- 9. Integrate evidence-based information while giving nursing care to patients.
- 10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- · Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- · Chest physiotherapy

Clinical	Duration (weeks)	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit		Outcomes	Skills	Requirements	Methods
General medical		Develop skill in intravenous injection administration and IV therapy	Intravenous therapy IV cannulation IV maintenance and monitoring Administration of IV medication	 Care Study - 1 Health education Clinical presentation/ Care 	Clinical evaluation OSCE Care Study

			r	
		Care of patient with Central line	note) - 1	evaluation
	Assist with diagnostic	 Preparation and assisting and 		Care Note/
	procedures	monitoring of patients undergoing		Clinical
		diagnostic procedures such as thoracentesis. Abdominal paracentesis		presentation
	Develop skill in	Management patients with respiratory problems		
	the management of patients with			
	Respiratory	Administration of oxygen through mask, nasal prongs, venturi mask		
	problems			
		Pulse oximetry		
	Develop skill in	Nebulization		
	managing patients with metabolic	Chest physiotherapy		
	abnormality	Postural drainage		
		Oropharyngeal suctioning		
5		Care of patient with chest drainage		
		Diet Planning		
		○ High Protein diet		
		Diabetic diet		
		Insulin administration		
		Monitoring GRBS		

THE GAZETTE OF INDIA: EXTRAORDINARY

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards		Develop skill in caring for patients during pre- and post- operative period Assist with diagnostic procedures Develop skill in managing patient	 Pre-Operative care Immediate Post-operative care Post-operative exercise Pain assessment Pain Management Assisting diagnostic procedure and after care of patients undergoing Colonoscopy ERCP 	 Care study – 1 Health teaching 	Clinical evaluation, OSCE Care study Care note/Clinical presentation
		with Gastro- intestinal Problems	o Endoscopy o Liver Biopsy		

	Nasogastric aspiration	
Develop skill in	Gastrostomy/Jejunostomy feeds	
wound management	Ileostomy/Colostomy care	
	Surgical dressing	
	Suture removal	
	Surgical soak	
	Sitz bath	
	Care of drain	

III, NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

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Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis interpretation

Clinical	Duration	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(Weeks)	Outcomes	Skills	Requirements	Methods
Cardiology wards	2		 Cardiae monitoring Recording and interpreting ECG Arternal blood gas analysis – interpretation Administer cardiac drugs Preparation and after care of patients for eardiac catheterization CPR Collection of blood sample for: Blood grouping/cross matching Blood sugar Serum electrolytes Assisting with blood transfusion Assisting for bone marrow aspiration Application of anti-embolism stockings (TED hose) Application/maintenance of sequential Compression device 	Cardiac assessment – 1 Drug presentation – 1	Clinical evaluation Drug presentation

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/	Clinical	Assessment
area/unit	(Weeks)	Outcomes	Clinical Skills	Requirements	Methods
Dermatology wards		Develop skill in management of patients with disorders of integumentary system	 Intradermal injection-Skin allergy testing Application of topical medication Medicated bath 		Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical	Duration		Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(Weeks)		Skills	Requirements	Methods
Isolation ward		Develop skill in the management of patients requiring isolation	Barrier Nursing Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	• Care Note – I	 Clinical evaluation Care note

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

Clinical	Duration	Learning Outcomes	Procedural Competencies/	Clinical	Assessment
area/unit	(Weeks)		Clinical Skills	Requirements	Methods
Orthopedic wards	2	management of patients with	 Preparation of patient with Myelogram/CT/MRI Assisting with application & removal of POP/Cast Preparation, assisting and after care of patient with Skin 	• Care Note – I	Clinical evaluation, Care note

T	
	traction/skeletal traction
	Care of orthotics
	Muscle strengthening exercises
	Crutch walking
	Rehabilitation

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

- Scrubbing, gowning and gloving
- · Orient to instruments for common surgeries
- · Orient to suture materials
- Positioning

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(Weeks)	Outcomes	Skills	Requirements	Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	 Position and draping Preparation of operation table Set up of trolley with instrument Assisting in major and minor operation Disinfection and sterilization of equipment Scrubbing procedures – Gowning, masking and gloving Intra operative monitoring 	 Assist as circulatory nurse – 4 Positioning & draping – 5 Assist as scrub nurse in major surgeries – 4 Assist as scrub nurse in minor surgeries – 4 	Clinical evaluationOSCE

PHARMACOLOGY - II

including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER
THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
- 2. Explain the drugs used in the treatment of urinary system disorders.
- Describe the drugs used in the treatment of nervous system disorders.
- 4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
- Explain the drugs used to treat emergency conditions and immune disorders.
- Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
- Demonstrate understanding about the drugs used in alternative system of medicine.
- Demonstrate understanding about the fundamental principles of prescribing.

COURSE OUTLINE

T - Theory

Unit	t Time	Learning Outcomes	Content	72:	Τ
	(Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of ear, nose, throat & Eye Antihistamines Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	 Lecture cum Discussion Drug study/ presentation 	 Short answer Objective type
- 11		on urinary system & nurse's responsibilities	Pharmacology of commonly used drugs Renin angiotensin system Diuretics and antidiuretics Drugs toxic to kidney Urinary antiseptics Treatment of UTI – acidifiers and alkalinizers Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion Drug study/ presentation	 Short answer Objective type
111		on nervous system & nurse's responsibilities	Basis & applied pharmacology of commonly used drugs	Discussion	Short answer Objective type

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Unit	Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	 Oral contraceptives and hormone replacement therapy Vaginal contraceptives Drugs for infertility and medical termination of pregnancy Uterine stimulants and relaxants Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse 	Lecture cum Discussion Drug study/ presentation	• Short answer • Objective type
V		understanding about important drugs used for women before, during and after labour	effects, toxicity and role of nurse Drugs used for pregnant women during antenatal, labour and postnatal period Tetanus prophylaxis Iron and Vit K1 supplementation Oxytocin, Misoprostol Ergometrine Methyl prostaglandin F2-alpha Magnesium sulphate Calcium gluconate	Discussion	Short answer Objective type
VI	d e v s d in ir	Describe drugs used in leaddiction, mergency, poisoning, ritamins & minerals upplementation, rugs used for mmunization & mune-suppression to nurse's	Drugs used for deaddiction	Discussion	Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Соптепт	Teaching/ Learning Activities	Assessment Methods
VIII	20 (T)	drugs used in alternative system of medicine Demonstrate understanding about fundamental principles of prescribing	 o Ipecac o Antidotes, o Anti-snake venom (ASV) Vitamins and minerals supplementation Vaccines & sera (Universal immunization program schedules) Anticancer drugs: Chemotherapeutic drugs commonly used Immuno-suppressants and Immunostimulants Introduction to drugs used in alternative systems of medicine Ayurveda, Homeopathy, Unani and Siddha etc. Drugs used for common ailments Fundamental principles of prescribing Prescriptive role of nurse practitioners: Introduction Legal and ethical issues related to prescribing Principles of prescribing Steps of prescribing 	 Lecture cum Discussion Observational visit Completion of module on Fundamental principles of prescribing 	 Short answer Objective type Short answer Assignments evaluation
		ŀ	Prescribing competencies		

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours) (Includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
- Rationalize the various laboratory investigations in diagnosing pathological disorders
- 3 Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
- 4. Apply the knowledge of genetics in understanding the various pathological disorders
- 5 Appreciate the various manifestations in patients with diagnosed genetic abnormalities
- 6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
- Demonstrate the understanding of various services related to genetics.

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COURSE OUTLINE

T - Theory

Uni	t Time	Learning Outcomes	Content	Teaching/ Learning	Assessment
	(Hrs)			Activities	Methods
1	5 (T)	Explain pathological	Special Pathology:	• Lecture	Short answer
		changes in disease conditions of various systems	Pathological changes in disease conditions of selected systems	Discussion	Objective type
		systems	1. Kidneys and Urinary tract	 Explain using slides, X-rays and 	
			Glomerulonephritis	scans	
			Pyelonephritis	Visit to pathology	
			Renal calculi	lab, endoscopy unit and OT	
			Cystitis		
			Renal Cell Carcinoma		
			Renal Failure (Acute and Chronic)		
			2. Male genital systems		
			Cryptorchidism		
			Testicular atrophy		
			Prostatic hyperplasia		
			Carcinoma penis and Prostate.		
			3. Female genital system		
			 Carcinoma cervix 		
			Carcinoma of endometrium		
			Uterine fibroids		
			 Vesicular mole and Choriocarcinoma 		
			 Ovarian cyst and tumors 		
			4. Breast		
			 Fibrocystic changes 		
			Fibroadenoma		
			 Carcinoma of the Breast 		
		=	5. Central nervous system		
			Meningitis.		
			Encephalitis		
			• Stroke		
			Tumors of CNS		
11		Describe the aboratory tests for	Binical Pathology	• Lecture	Short answer
	exa	xamination of body		• Discussion	Objective type
		cavity fluids, urine and facces	o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	Visit to clinical lab and biochemistry lab	

j	me Learning Outcomes (rs)	Content	Teaching/ Learning Activities	Assessment Methods
		 Analysis of semen: Sperm count, motility and morphology and their importance in infertility Urine: Physical characteristics, Analysis, Culture and Sensitivity Faeces: Characteristics Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. Methods and collection of urine and 		

GENETICS COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
11	2 (T) 2 (T) 1 1 1 1 1 1 1 1 1	Explain maternal, orenatal and genetic influences on development of defects and diseases	influences on development of defects and diseases	Lecture Discussion Explain using slides	Short answerObjective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Maternal drug therapy		
			Prenatal testing and diagnosis		
			Effect of Radiation, drugs and chemicals		
			Infertility		
	ĺ		Spontaneous abortion		
			Neural Tube Defects and the role of folic acid in lowering the risks		
			Down syndrome (Trisomy 21)		
Ш	2 (T)	Explain the screening methods for genetic	Genetic testing in the neonates and children	• Lecture	Short answer
		defects and diseases in neonates and children	Screening for	• Discussion	Objective type
			o Congenital abnormalities	• Explain using slides	
			o Developmental delay		
			o Dysmorphism		
IV		Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults	Lecture Discussion	• Short answer
		addreseems and addits	Cancer genetics: Familial cancer		Objective type
			 Inborn errors of metabolism 	• Explain using slides	
			 Blood group alleles and hematological disorder 		
			Genetic haemochromatosis		
		·	Huntington's disease		
			Mental illness		
V		Describe the role of	Services related to genetics	• Lecture	Short answer
		NOT 1 TO CO SEELE	Genetic testing	• Discussion	Objective type
		counselling	Gene therapy		
			Genetic counseling		
			 Legal and Ethical issues 		
		,	Role of nurse		

ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing AND PALLIATIVE CARE MODULE

PLACEMENT: IV SEMESTER THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in earing for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

COMPETENCIES: On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II course, students will

- Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
- Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
- 3. Identify diagnoses, list them according to priority and formulate nursing care plan.
- 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
- Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
- Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
- Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
- 8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
- 9. Identify the drugs used in treating patients with selected medical surgical conditions.
- 10. Plan and provide relevant individual and group education on significant medical surgical topics.
- 11. Maintain safe environment for patients and the health care personnel in the hospital.

COURSE OUTLINE T - Theory, L/SL - Lab/Skill Lab

	Fime Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and medical, surgical, nutritional and nursing management of patients with ENT disorders	Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) Review of anatomy and physiology of the ear, nose and throat History, physical assessment, and diagnostic tests Ear External ear deformities otalgia, foreign bodies and tumors Middle ear impacted wax, tympanic, membrane perforation, otitis media, and tumors Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis Epistaxis, Nasal obstruction, laryngeal obstruction Deafness and its management	ĺ	 MCQ Short answer Essay OSCE Assessment of skill (using checklist) Quiz Drug book

[417	[भाग III—खण्ड 4] भारत का राजपत्र : असाधारण					
Unit	Time (Hrs)	Learning Outcome	Content Content	Teaching/ Learning Activities	Assessment Methods	
11	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestatior diagnostic measures and management of patients with disorder of eye Describe eye donation banking and transplantation	 Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment Eye Disorders 	Lecture and discussion Demonstration of visual aids, lens, medication administration Visit to eye bank	 MCQ Short Essay OSCE Drug book 	
111	and the law	and urinary system disorders Demonstrate skill in genitourinary assessment	Nursing management of patient with Kidney and Urinary problems Review of Anatomy and physiology of the genitourinary system History, physical assessment, diagnostic tests Urinary tract infections: acute, chronic, lower upper	Discussion Demonstration Case Discussion Health education	MCQ Short Note Long essay Case report Submits health teaching on prevention of urinary calculi	
IV	р с d п п	nathophysiology, dinical manifestations, hagnostic tests, and nedical, surgical, nutritional, and nursing nanagement of male eproductive disorders	Review of Anatomy and physiology of	Lecture, Discussion Case Discussion Health education	Short essay	

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessmen Methods
			Orchitis		
			Sexual dysfunction, infertility, contraception		
			Male Breast Disorders: gynecomastia, tumor, climacteric changes		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	Nursing management of patient with burns, reconstructive and cosmetic surgery Review of anatomy and physiology of the skin and connective tissues History, physical assessment, assessment of burns and fluid & electrolyte loss Burns Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment Legal and ethical aspects Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters	Lecture and discussion Demonstration of burn wound assessment, vacuum dressing and fluid calculations Visit to burn rehabilitation centers	• OSCE • Short notes
VI	4 (L/SL)	pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	Review of anatomy and physiology of the neurological system History, physical and neurological assessment, diagnostic tests	discussion • Demonstration of physiotherapy, neuro	• OSCE • Short notes • Essay • Drug book

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Time	Learning Outcomes	Content		Assessment Methods
(Hrs)			Activities	Memous
		Rehabilitation of patient with neurological deficit		
(L/SL)	pathophysiology, clinical manifestations diagnostic tests, and medical, surgical,	 Immunological problems Review of Immune system Nursing Assessment: History and Physical assessment HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS Role of Nurse; Counseling, Health 	 Case Discussion/ seminar Refer Module on HIV/AIDS 	
2 (T) L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	 and cancer cells History, physically assessment, diagnostic tests Prevention screening early detections warning sign of cancer Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. Oncological emergencies Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy 	Lecture and discussion Demonstration of chemotherapy preparation and administration Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit	OSCE Essay Quiz Drug book Counseling, health teaching
	(Hrs) (L/SL)	(Hrs) (L/SL)	(IIrs) Prepare and provides health deutation and rehabilitation Describe the national infection control programs 2 (T) Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs 2 (T) Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic incasures and management of patients with different cancer, treatment modalities including newer treatments Prevention sercening early detections warning sign of cancer Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition Common malignancies of various body system eye, car, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord Oncological emergencies Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy Psychological aspects of cancer:	(IIrs) Rehabilitation of patient with neurological deficit Review of Immunological problems climical manifestations, diagnostic tests, and medical, surgical. Nursing management of patients with nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs 2 (T) Explain the etiology, Transmission and management of HIV/AIDS Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs 2 (T) Explain the etiology, types, clinical manifestations, stagmag, diagnostic tests and management of patients with different cancer, treatment modalities including newer treatments Prevention screening early detections warning sign of cancer Epidemiology, etiology etassification, Pathicphysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition Common malignancies of various body system eye, ear, nose, larynx, breast, cervis, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. Oncological intervention, Stern cell and bone marrow transplant. Immunotherapy, Gene therapy Psychological aspects of cancer:

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Un	it Time (Hrs)	Learning Outcome	S Content	Teaching/ Learning Activities	Assessment Methods
				module during elinical hours (20 hours)	
X	15 (T) 4 (L/SL	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestation diagnostic measures and management of patients with acute emergencies Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	 Disaster preparedness: Team, guidelines, protocols, equipment, resources Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies — Poly trauma, Bites, Poisoning and Thermal emergencies Principles of emergency management Medico legal aspects Nursing care of the elderly History and physical assessment Aging process and age-related body changes and psychosocial aspects Stress and coping in elder patient Psychosocial and sexual abuse of elderly Role of family and formal and nonformal caregivers Use of aids and prosthesis (hearing aids, dentures) Legal and ethical issues 	National Disaster Management Authority (NDMA) guidelines Lecture and discussion Demonstration of communication with	OSCE Case presentations and case study OSCE Case presentations Assignment on family systems of India focusing on geriatric population
y w			 National programs for elderly, privileges, community programs and health services Home and institutional care 		
XI.	8 (L/SL)	clinical manifestations, diagnostic measures and management of patients in critical care units	Nursing management of patients in critical Care units • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies	Demonstration on the use of mechanical ventilators, cardiac monitors etc.	Objective type Short notes Case presentations Assessment of skill on monitoring of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			 Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other Advanced Cardiac Life support Nursing management of critically ill patient Transitional care Ethical and Legal Aspects Breaking Bad News to Patients and/or their families: Communication with patient and family End of life care 	different ICUs	patients in ICU. Written assignment or ethical and legal issues in critical care
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/industrial health disorders	Nursing management of patients occupational and industrial disorders History, physical examination, Diagnostic tests Occupational diseases and management	Lecture and discussion Industrial visit	Assignment on industrial health hazards

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 Hours) - 20 weeks × 24 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

- 1. Utilize the nursing process in providing care to the sick adults in the hospital
 - a Perform complete health assessment to establish a data base for providing quality patient care.
 - b. Integrate the knowledge of diagnostic tests in patient assignment.
 - Identify nursing diagnoses and list them according to priority.
 - d. Formulate nursing care plan, using problem solving approach.
 - e. Apply scientific principles while giving nursing care to patients.
 - f. Develop skill in performing nursing procedures applying scientific principle.
 - g. Establish/develop interpersonal relationship with patients and family members.
 - Evaluate the expected outcomes and modify the plan according to the patient needs.
- 2. Provide comfort and safety to adult patients in the hospital.
- 3. Maintain safe environment for patients during hospitalization.
- 4. Explain nursing actions appropriately to the patients and family members
- 5. Ensure patient safety while providing nursing procedures.
- 6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

- 7. Provide pre, intra and post-operative care to patients undergoing surgery.
- 8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
- 9. Integrate evidence-based information while giving nursing care to patients.
- 10. Demonstrate the awareness of legal and ethical issues in nursing practice.
- I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/	Clinical	Assessment
area/unit	(weeks)	Outcomes	Clinical Skills	Requirements	Methods
ENT Ward and OPD	2		 Examination of ear, nose, throat and History taking Applying bandages to Ear, Nose Tracheostomy care Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures Auditory screening tests Audiometric tests Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing Preparation and after care of patients undergoing ENT surgical procedures Instillation of drops/medication 	• ENT assessment -1 • Case study/ Clinical presentation – 1	Clinical evaluation OSCE Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

Clinical	Duration (weeks)	Learning	Procedural Competencies/	Clinical	Assessment
area/unit		Outcomes	Clinical Skills	Requirements	Methods
Ophthalmology unit		Develop skill in providing care to patients with Eye disorders Educate the patients and	 History taking, Examination of eyes and interpretation Assisting procedures Visual acuity Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, Refraction tests 	Health teaching	 Clinical evaluation OSCE Clinical presentation

	their families	Pre and post-operative care	
		Instillation of drops/ medication	
		Eye irrigation	
		Application of eye bandage	
		Assisting with foreign body removal	
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III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

- Assessment: kidney & urinary system
- Preparation: dialysis
- Catheterization and care

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/	Clinical	Assessment
area/unit	(weeks)	Outcomes	Clinical Skills	Requirements	Methods
Renal ward/ nephrology ward including Dialysis unit	2		Assessment of kidney and urinary system History taking Physical examination Testicular self-examination digital rectal exam Preparation and assisting with diagnostic and therapeutic procedures Cystoscopy, Cystometrogram, Contrast studies: IVP etc. Peritoneal dialysis Hemodialysis Lithotripsy Specific tests: Semen analysis, gonorreoea test, Renal/ Prostate Biopsy etc. Catheterization: care Bladder irrigation I/O recording and monitoring Ambulation and exercise	 Assessment – 1 Drug presentation – 1 Care study/ Clinical presentation – 1 Preparing and assisting in hemodialysis 	 Clinical evaluation Care plan OSCE Quiz Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical	Duration	Learning Outcomes	Procedural Competencies/	Clinical	Assessment
area/unit	(weeks)		Clinical Skills	Requirements	Methods
Burns unit/ reconstructive surgical unit			 Assessment of burns First aid of burns Fluid & electrolyte replacement therapy Skin care Care of Burn wounds Bathing Dressing Pre-operative and post-operative care of patients Caring of skin graft and post cosmetic surgery Rehabilitation 	 burn wound assessment – I care study/case presentation – I 	 Clinical evaluation, Care study/case report

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(weeks)	Outcomes	Skills	Requirements	Methods
Neurology- medical/ Surgery wards			Examination Patient monitoring Prepare and assist for various invasive and non-invasive diagnostic	Case study/ case presentation – 1 Drug	 Clinical evaluation Neuro assessment OSCE Case report/presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(weeks)	Outcomes	Skills	Requirements	Methods
Isolation ward/ Medical ward		the Management of patients with immunological	 History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills 	 Assessment of immune status Teaching of isolation to patient and family care givers Nutritional management Care Note – 1 	Care noteQuizHealth Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

Clinical	Duration	Learning	Procedural Competencies/ Clinical	Clinical	Assessment
area/unit	(weeks)	Outcomes	Skills	Requirements	Methods
Oncology wards (including day care radiotherapy unit)	3	in providing care to patients with oncological disorders	 History taking & physical examination of cancer patients Screening for common cancers: TNM classification Preparation, assisting and after care patients undergoing diagnostic procedures Biopsies/FNAC Pap smear Bone-marrow aspiration Various modalities of treatment Chemotherapy Radiotherapy Pain management Stoma therapy Immuno therapy Gene therapy Alternative therapy Stoma care and feeding Caring of patients treated with nuclear medicine Rehabilitation 	 Assessment – 1 Care study/ clinical presentation – 1 Pre and post- operative care of patient with various modes of cancer treatment Teaching on BSE to family members Visit to palliative care unit 	 Clinical evaluation Care study Quiz Drug book

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

- Assessment: primary and secondary survey
- Trauma care: bandaging, wound care, splinting, positions

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/ Clinical Skills	Clinical	Assessment
area/unit	(weeks)	Outcomes		Requirements	Methods
Emergency room/ Emergency unit	2	health problems	Primary and secondary survey in emergency	 Triage Immediate care Use of emergency trolley 	 Clinical evaluation Quiz

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

Use of assistive safety devices

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward		Develops skill in geriatric assessment and providing care to patients with geriatric illness	patient	 Geriatric assessment – 1 Care of normal and geriatric patient with illness Fall risk assessment – 1 Functional status assessment – 1 	Clinical evaluationCare plan

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube set up —suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation

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- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical	Duration	Learning	Procedural Competencies/ Clinical Skills	Clinical	Assessment
area/unit	(weeks)	Outcomes		Requirements	Methods
Critical Care Unit			 Assessment of critically ill patients Assisting in arterial puncture, ET tube intubation & extubation ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis Setting up of Ventilator modes and settings and care of patient on a ventilator Set up of trolley with instruments Monitoring and maintenance of Chest drainage system Bag and mask ventilation Assisting and maintenance of Central and peripheral lines invasive Setting up of infusion pump, defibrillator, Drug administration-infusion, intracardic, intrathecal, epidural, Monitoring pacemaker ICU care bundle Management of the dying patient in the ICU 	Hemodynamic monitoring Different scales used in ICU Communicating with critically ill patients	 Clinical evaluation OSCE RASS scale assessment Use of VAE bundle VAP, CAUTI, BSI Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION. This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

COMPETENCIES: On completion of this course, the students will be able to

- 1. Describe profession and professionalism.
- 2. Identify the challenges of professionalism.
- 3. Maintain respectful communication and relationship with other health team members, patients and society.
- 4. Demonstrate professional conduct.
- 5. Describe various regulatory bodies and professional organizations related to nursing.
- 6. Discuss the importance of professional values in patient care.
- 7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
- 8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
- 9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
- 10. Advocate for patients' wellbeing, professional growth and advancing the profession.
- 11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
- 12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members
- 13. Protect and respect patient's rights.

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COURSE OUTLINE

T-Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessmen Methods
I	5 (T)	Discuss nursing as a	PROFESSIONALISM	Lecture cum	Short answer
		profession	Profession	Discussion	• Essay
			Definition of profession		 Objective type
			Criteria of a profession		
		Describe the concepts	Nursing as a profession		
		and attributes of	Professionalism		
		professionalism	Definition and characteristics of professionalism		
			Concepts, attributes and indicators of professionalism		
			Challenges of professionalism		
		Identify the challenges of professionalism	Personal identity vs professional identity		
		Maintain respectful communication and	o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records	• Debate	
		relationship with other health team members, patients and society	 Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making 	Role play	
	lı lı	Demonstrate	o Relationship with patients and society		
	þ	professional conduct	Professional Conduct		
			 Following ethical principles 		
	p	Respect and maintain professional	Adhering to policies, rules and regulation of the institutions	• Case based	
	р		Professional etiquettes and behaviours	discussion	
	a	nd society	 Professional grooming: Uniform, Dress code 		
	D	Describe the roles and	Professional boundaries: Professional relationship with the patients,		
	re	responsibilities of	caregivers and team members		
		egulatory bodies and rofessional	Regulatory Bodies & Professional Organizations: Roles & Responsibilities		
			Regulatory bodies: Indian Nursing Council, State Nursing Council	Lecture cum Discussion	
		•	Professional Organizations: Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives	Visit to INC, SNC, TNAI	/isit reports

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Uni	t Time (Hrs)		Content	Teaching/ Learning Activities	Assessment Methods
11	(Hrs) 5 (T)		PROFESSIONAL VALUES Values: Definition and characteristics of values Value clarification Personal and professional values Professional socialization: Integration of professional values with personal values Professional values in nursing Importance of professional values in nursing and health care Caring. definition, and process Compassion: Sympathy Vs empathy, Altruism Conscientiousness Dedication/devotion to work Respect for the person- Human dignity Privacy and confidentiality: Incidental disclosure Honesty and integrity: Truth telling Trust and credibility: Fidelity, Loyalty Advocacy. Advocacy for patients, work environment, nursing education and practice, and for advancing the	Lecture cum Discussion Value clarification exercise Interactive learning Story telling Sharing experiences Scenario based discussion	 Methods Short answer Essay Assessment of student's behavior with patients and families
111	E	Explain ethical principles Identify ethical concerns Ethical issues and filemmas in health are	protecting patient from harm, Reporting errors Justice: Treating each person as equal Care without discrimination, equitable access to care and safety of the public Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice Cthical issues and ethical dilemma: Common ethical problems Conflict of interest Paternalism	discussion Group discussion with examples Flipping/ self-directed learning Role play	 Short answer Essay Quiz Reflective diary Case report Attitude test Assessment of assignment

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				i e	Methods
			Valid consent and refusal		
			Allocation of scarce nursing resources		
			Conflicts concerning new technologies		
			Whistle-blowing		
i i			Beginning of life issues		
			o Abortion		
			Substance abuse		
			o Fetal therapy		
			Selective deduction		
			o Intrauterine treatment of fetal conditions		
			 Mandated contraception 		
			o Fetal injury		
			o Infertility treatment		
			• End of life issues		
			o End of life		
			o Euthanasia		
			o Do Not Resuscitate (DNR)		
		1	Issues related to psychiatric care		
			o Non compliance		
			o Restrain and seclusion		
			Refuse to take food		
		Explain process of ethical decision			
	ı	making and apply			
	a	mowledge of ethics and bioethics in			
	l In	naking ethical lecisions			
		cersions			
	st	xplain code of ethics ipulated by ICN and IC			

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	(Discuss the rights of	P. C. L.		
		the patients and	Process of ethical decision making		
		families to make decisions about health	Assess the situation (collect information)		
		care	Identify the ethical problem		
ĺ			Identify the alternative decisions		
		Protect and respect patients' rights	Choose the solution to the ethical decision		
İ			Implement the decision		
			Evaluate the decision		
			Ethics committee: Roles and responsibilities		
] 	Clinical decision making		
			• Research		
			Code of Ethics		
			International Council of Nurses (ICN)		
			Indian Nursing Council		
			Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)		
			Right to emergency medical care		
			Right to safety and quality care according to standards		
			3. Right to preserve dignity		
	İ	,	4. Right to nondiscrimination		
	ĺ	:	5. Right to privacy and confidentiality		
		(5. Right to information		
			7. Right to records and reports		
	j	1	Right to informed consent		
		i	P. Right to second opinion		
			Right to patient education		
		₫	Right to choose alternative treatment options if available		
		1	Right to choose source for obtaining medicines or tests		
			Right to proper referral and transfer, which is free from perverse commercial influences		
		Į	Right to take discharge of patient or receive body of deceased from hospital		
		1.	5. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure		
		10	5. Right to protection for patients involved in clinical trials, biomedical and health research		
		113	7. Right to be heard and seek redressal		

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER THEORY: 3 Credits (60 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Develop understanding of the history and modern concepts of child health and child-care.
- Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
- 3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
- 4. Participate in national immunization programs/Universal Immunization Program (UIP).
- 5. Identify the developmental needs of children and provide parental guidance.
- 6. Describe the principles of child health nursing and perform child health nursing procedures.
- Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
- 8 Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
- 9 Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
- 10. Identify and meet childhood emergencies and perform child CPR.

COURSE OUTLINE T – Theory, L/SL – Lab/Skill Lab

Unif	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
-	10 (T) 10 (L)	Explain the modern concept of child-care	Introduction: Modern concepts of child- care	Lecture DiscussionDemonstration of	
			 Historical development of child health 	common pediatric	Objective typeAssessment of
			Philosophy and modern concept of child-care		skills with checklist
			 Cultural and religious considerations in child-care 		
		Describe National policy, programs and legislation in relation to child health & welfare	National policy and legislations in relation to child health and welfare		
			National programs and agencies related to welfare services to the children		
			 Internationally accepted rights of the child 		
			Changing trends in hospital care, preventive, promotive and curative aspect of child health		
		•	Preventive pediatrics:		
	.	Describe role of	o Concept		
	- 1	preventive pediatries	o Immunization		
	L		o Immunization programs and cold		

Uni	t Time	Learning Outcomes	Content	Teaching/ Learnin	g Assessment
	(Hrs)			Activities	Methods
			chain.		
			Care of under-five and Under-five Clinics/Well-baby clinics		
			o Preventive measures towards accidents		
		T šmb	 Child morbidity and mortality rates 		
		List major causes of death during infancy, early & late childhood	Difference between an adult and child which affect response to illness		
			o Physiological		
		Differentiate between	o Psychological		
		an adult and child in terms of illness and	o Social		
		response	o Immunological		
			Hospital environment for sick child		
		Describe the major functions & role of the pediatric nurse in	 Impact of hospitalization on the chil and family 	d	
		caring for a hospitalized child.	 Communication techniques for children 		
			Grief and bereavement		
		Describe the principles of child health nursing	 The role of a child health nurse in caring for a hospitalized child 		
		and perform child nealth nursing procedures	 Principles of pre and postoperative care of infants and children. 		
			Child Health Nursing procedures:		
			• Administration of medication: oral, I/M, & I/V		
			Calculation of fluid requirement		
		ļ	 Application of restraints 		
		-	Assessment of pain in children.		
			 FACES pain rating scale 		
			o FLACC scale		
			Numerical scale		
11		Pescribe the normal Trowth and	The Healthy Child	Lecture Discussion	Short answer
	d cl	evelopment of hildren at different	Definition and principles of growth and development	Demonstration Developmental	Objective type
	it s	ges	Factors affecting growth and development	study of infant and children	 Assessment of field visits and developmental
	ci	lentify the needs of nildren at different	Growth and development from birth to adolescence	Observation study of normal & sick	study reports
		ges & provide urental guidance	Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)	childField visit to Anganwadi, child	
	ne	entify the nutritional leds of children at fferent ages & ways	The needs of normal children through the stages of developmental and parental guidance	guidance clinic Videos on breast feeding	

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Uni	it Time (Hrs)		Content	Teaching/Learnin	g Assessment Methods
	(1113)	of meeting needs			Methods
		or meeting needs	 Nutritional needs of children and infants 	Clinical practice/field	
		Identify the role of play for normal & sick children breast feeding exclusive breast feeding	*		
			·		
		Cindica	- Supplementary/artificial feeding and weaning		
			Baby friendly hospital concept		
			Types and value of play and selection of play material	ſ	
111		Provide care to normal	Nursing care of neonate:	Modular based	• OSCE
	20 (L)	and high- risk neonates	Appraisal of Newborn	teaching: ENBC and FBNC module	
		Perform neonatal resuscitation	Nursing care of a normal newborn/essential newborn care	(oral drills, videos, self-evaluation	
		resuschatton	Neonatal resuscitation	exercises)	
		Recognize and manage common neonatal	Nursing management of low birth weight baby	Workshop on neonatal resuscitation: NRP	
		problems	Kangaroo mother care	module	
			 Nursing management of common neonatal disorder 	DemonstrationPractice Session	
			- Hyperbilirubinemia	Clinical practice	
			- Hypothermia	1	
i			- Hyperthermia	Lecture Discussion	
			- Metabolic disorder		
			- Neonatal infections		
			- Neonatal seizures		
			- Respiratory distress syndrome		
			- Retinopathy of Prematurity		
		ŀ	Organization of neonatal care unit		
			Neonatal equipment		
IV	10 (T) 5 (L)	Apply principles and strategies of IMNC1	ntegrated management of neonatal and hildhood Illnesses	Modular based teaching:	• OSCE
			1	IMNCI module	
				Clinical practice/field	
V	8 (T) L	Describe the etiology, athophysiology, e	Sursing management in common hildhood diseases	Lecture Discussion	Short answer
	e	linical manifestation	tespiratory system:	Demonstration	Objective type
	n c	nd nursing nanagement of hildren with disorders f respiratory, and	Identification and Nursing management of congenital	Practice session Clinical practice	Assessment of skills with checklist
	e	ndocrine system	malformations Congenital disorders:		CHOCKING
		·	Tracheoesophageal fistula, Diaphragmatic hernia		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: Juvenile Diabetes mellitus, Hypo-thyroidism		
VI	5 (T) 5 (L)	child- hood	 Childhood emergencies Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning PLS (AHA Guidelines) 	LectureDiscussionDemonstrationPLS Module/ Workshop	• OSCE

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits - 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours)

VI SEMESTER - 1 Credit (80 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to

- 1. Perform assessment of children: health, developmental & anthropometric.
- 2. Provide nursing care to children with various medical disorders.
- 3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
- 4. Perform immunization as per NIS.
- 5. Provide nursing care to critically ill children.
- 6. Give health education/nutritional education to parents.
- 7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

- Administration of medication Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- · Urinary catheterization and drainage
- Ostomy care
- Feeding NG, gastrostomy, Jejunostomy
- · Wound dressing
- Suture removal

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CLINICAL POSTINGS

8 weeks \times 30 hours per week (5 weeks \pm 3 weeks)

Clinical area/unit	Duration (Weeks)	Onton	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem — 2 weeks VI Sem — 1 week	Provide nursing care to children with various medical disorders	 Physical examination & assessment of children Administration of oral, I/M, & I/V medicine/fluids Calculation of fluid replacement Preparation of different strengths of I/V fluids Application of restraints Administration of O₂ inhalation by different methods Baby bath/sponge bath Feeding children by Katori spoon, Paladai cup Collection of specimens for common investigations Assisting with common diagnostic procedures Teaching mothers/ parents Malnutrition Oral rehydration therapy Feeding & Weaning Immunization schedule 	 Nursing care plan – 1 Case study presentation – 1 Health talk – 1 	Assess performance with rating scale Assess each skill with checklist OSCE/OSPE Evaluation of case study/ presentation & health education session Completion of activity record
,	V Sem — 2 weeks VI Sem — 1 week	surgical conditions/ malformations Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation Counsel & educate parents	administration of I/V fluids Bowel wash, insertion of suppositories	plan – I	Assess performance with rating scale Assess each skill with checklist OSCE/OSPE Evaluation of case study/ presentation Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric OPD/	V Sem -	• Perform	 Jejunostomy Care of surgical wounds Dressing Suture removal Assessment of children 	Growth and	
Immunization room	1 week	assessment of children; health, developmental & anthropometric Perform immunization Give health education/ nutritional education	 Health assessment Developmental assessment Anthropometric assessment Nutritional assessment Immunization Health/Nutritional education 	developmental study: Infant — 1	 Assess performance with rating scale Completion of activity record.
NICU & PICU	VI Sem I week		 Care of a baby in incubator/warmer Care of a child on ventilator, CPAP Endotracheal Suction Chest Physiotherapy Administration of fluids with infusion pumps Total Parenteral Nutrition Phototherapy Monitoring of babies Recording & reporting Cardiopulmonary Resuscitation (PLS) 	 Newborn assessment – 1 Nursing Care Plan – 1 	Assess performance with rating scale Evaluation of observation report Completion of activity record

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

COMPETENCIES: On completion of the course, the students will be competent to

- Trace the historical development of mental health nursing and discuss its scope.
- 2. Identify the classification of the mental disorders.
- Develop basic understanding of the principles and concepts of mental health nursing.

- 4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
- 5. Conduct mental health assessment.
- 6. Identify and maintain therapeutic communication and nurse patient relationship.
- 7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
- Apply nursing process in delivering care to patients with mental disorders.
- Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
- 10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
- 11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

COURSE OUTLINE

T - Theory

Unit	Time	Learning Outcomes	Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
****	6 (T)	Describe the concept of normal & abnormal behaviour	 Introduction Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices Mental health team Nature & scope of mental health nursing Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice Concepts of normal and abnormal behaviour 	Lecture cum Discussion	• Essay • Short answe
11		Explain the classification of mental disorders Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the ctiological factors & osychopathology of mental disorders Explain the principles and standards of Mental health stursing Describe the onceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing Definition: mental health nursing and terminology used Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification Review of personality development, defense mechanisms Etiology bio-psycho-social factors Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission Principles of Mental health Nursing Ethics and responsibilities Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) Conceptual models and the role of nurse:	Discussion Explain using Charts	• Essay • Short answer

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Uni	t Time (Hrs)		S Content	Teaching/Learning	Assessment Methods
	 		Psychoanalytical models	Activities	
			Behavioural model Interpressional model		
			 Interpersonal model Preventive psychiatry and rehabilitation		
[]]	6 (T)	Describe nature,	Mental Health Assessment		
		purpose and process of assessment of	History taking	Lecture cum Discussion	• Essay
		mental health status	Mental status examination	Demonstration	Short answer
			Mini mental status examination	Practice session	Assessment of mental health
			Neurological examination	Clinical practice	status
		·	Investigations: Related Blood chemistry, EEG, CT & MRI		
			Psychological tests		
IV	6 (T)	Identify therapeutic communication &	Therapeutic Communication and Nurse- Patient Relationship	Lecture cum Discussion	• Essay
		techniques	Therapeutic communication: Types, techniques, characteristics and barriers	Demonstration	Short answerOSCE
		Describe therapeutic	Therapeutic nurse-patient relationship	Role Play	
		relationship	Interpersonal relationship-	Process recording	
			Elements of nurse patient contract,	Simulation (video)	
		Describe therapeutic impasses and its	 Review of technique of IPR- Johari window 		
			 Therapeutic impasse and its management 		
V		modalities and [Treatment modalities and therapies used in mental disorders	Discussion	Essay
	1	therapies used in mental disorders and role of the nurse	 Physical therapies: Psychopharmacology, 	• Demonstration	Short answerObjective type
			 Electro Convulsive therapy 	• Group work	
		1	 Psychological Therapies: Psychotherapy, Behaviour therapy, CBT 	Practice session Clinical practice	
		•	 Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc.), Occupational therapy 		
		•	Alternative & Complementary: Yoga, Meditation, Relaxation		
			Consideration for special populations		
Y	p	sycho-dynamics/ Sathology, clinical d	chizophrenia, and other psychotic isorders	Discussion	Essay Short answer
		nanifestations, iagnostic criteria	Prevalence and incidence	• Case discussion	Assessment of
	aı	nd management of	Classification	 Case presentation 	patient
	S	etients with chizophrenia, and ther psychotic isorders	Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations		management problems

Unit	Time (Hrs)		Content	Teaching/Learning	Assessmen Methods
	(100)			Activities	, , , , , , , , , , , , , , , , , , ,
			Nursing process Nursing Assessment: History, Physical		
			and mental assessment Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders		
			Geriatric considerations and considerations for special populations		
			 Follow up and home care and rehabilitation 		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical	Nursing management of patient with mood disorders	Lecture and Discussion	• Essay
		manifestations,	Prevalence and incidence	Case discussion	Short answer
		diagnostic criteria and management of patients with mood	 Mood disorders: Bipolar affective disorder, mania depression and dysthymic etc. 	Case presentation	Assessment of patient management
		disorders	Etiology, psycho dynamics, clinical manifestation, diagnosis		problems
			 Nursing Assessment History, Physical and mental assessment 		
			 Treatment modalities and nursing management of patients with mood disorders 		
			Geriatric considerations/ considerations for special populations		
			Follow-up and home care and rehabilitation		
	I	osycno-dynamics, in	Sursing management of patient with seurotic, stress related and somatisation iisorders	Discussion	• Essay • Short answer
	Ir	nanifestations,	Prevalence and incidence	Case discussion	
		and management of		Case presentation	 Assessment of patient
	J.	patients with	classifications	Clinical practice	management
	r s	elated and omatization	Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders	,	problems
	4		Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations		
		•	Nursing Assessment History, Physical and mental assessment		
			Treatment modalities and nursing management of patients with neurotic and stress related disorders		
		•	Geriatric considerations/ considerations for special populations		
			Follow-up and home care and rehabilitation		

CLINICAL PRACTICUM MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - 1 - 1 Credit (80 hours)

MENTAL HEALTH NURSING - II - 2 Credits (160 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

- 1. Assess patients with mental health problems/disorders
- 2. Observe and assist in various treatment modalities or therapies
- 3. Counsel and educate patients and families
- 4. Perform individual and group psychoeducation
- 5. Provide nursing care to patients with mental health problems/disorders
- 6. Motivate patients in the community for early treatment and follow up
- 7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	 Assess patients with mental health problems Observe and assist in therapies Counsel and educate patients, and families 	 History taking Perform mental status examination (MSE) Observe/practice Psychometric assessment Perform Neurological examination Observing and assisting in therapies Individual and group psychocoducation Mental hygiene practice education Family psycho-education 	 History taking and Mental status examination - 2 Health education - 1 Observation report of OPD 	 Assess performance with rating scale Assess each skill with checklist Evaluation of health education Assessment of observation report Completion of activity record
Child Guidance clinic	1	Counsel and educate children, families and	 History & mental status examination Observe/practice psychometric assessment Observe and assist in various therapies Parental teaching for child with mental deficiency 	Observation report of different therapies – 1	 Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report
Inpatient ward		with mental health problems Provide nursing care for patients	 History taking Mental status examination (MSE) Neurological examination Assisting in psychometric 	patients with various mental disorders	Assess performance with rating scale Assess each skill with checklist

Clinical	Duration	Learning	Skills/Procedural	Clinical	Assessments
Area/Unit	(Weeks)	Outcomes	Competencies	Requirements	Methods
Community psychiatry & Deaddiction centre		 Motivate patients for early treatment and follow up Assist in follow up clinic Counsel and educate patient, family and community 	Identifying individuals with mental health problems	 Case work – 1 Observation report on field visits Visit to deaddiction centre 	Evaluation of the case study, care plan, clinical presentation, process recording Completion of activity record Assess performance with rating scale Evaluation of case work and observation report Completion of activity record

COMMUNITY HEALTH NURSING - 1 including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

THEORY: 5 Credits (100 hours) includes Lab hours also

PRACTICUM: Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

COMPETENCIES: On completion of the course, the students will be able to

- Explore the evolution of public health in India and community health nursing 1.
- Explain the concepts and determinants of health
- Identify the levels of prevention and health problems of India
- Develop basic understanding about the health care planning and the present health care delivery system in India at various levels

भारत का राजपत्र : असाधारण

- Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
- Discuss health care policies and regulations in India
- Demonstrate understanding about an overview of environmental science, environmental health and sanitation
- Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
- Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
- 10. Describe community health nursing approaches and concepts
- 11. Describe the role and responsibilities of community health nursing personnel
- 12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
- 13. Make effective home visits applying principles and methods used for home visiting
- Use epidemiological approach in community diagnosis
- 15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and noncommunicable diseases
- 16. Investigate an epidemic of communicable diseases
- Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
- 18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

COURSE OUTLINE

T - Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
Ĭ		community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention	Concepts of Community Health and Community Health Nursing • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • Review: Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary &	Discussion	Short answerEssayObjective typeSurvey report

	Time		Content	Teaching/Learning	Assessment
	(Hrs)	<u> </u>		Activities	Methods
		problems of India	tertiary prevention – Review		
			• Health problems (Profile) of India		
11	8 (T)	Describe health	Health Care Planning and	• Lecture	Short answer
		planning and its steps, and various health	Care at various levels	Discussion	• Essay
İ		plans, and committees	Health planning steps	• Field visits to CHC, PHC, SC/	Evaluation of
			Health planning in India: various committees and commissions on health and family welfare and Five Year plans	Health Wellness Centers (HWC)	Field visit reports & presentation
	ļ	Discuss health care delivery system in India at various levels	Participation of community and stakeholders in health planning		
		mina an various jeveis	Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level		
	F a p	Describe SDGs, primary health care and comprehensive primary health care CPHC)	Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles	Directed reading	
			CPHC through SC/Health Wellness Center (HWC)		
			• Role of MLHP/CHP		
	p	olicies and	National Health Care Policies and Regulations		
	re	gulations in India	O National Health Policy (1983, 2002, 2017)		
			o National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM		
			National Health Protection Mission (NHPM)		
			o Ayushman Bharat		
			o Universal Health Coverage		
15		entify the role of an E lividual in the E	nvironmental Science, nvironmental Health, and	Lecture	• Short answer

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Unit		Learning Outcome	S Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
		conservation of natur		• Discussion	• Essay
			Natural resources: Renewable and non- renewable resources, natural resources and	 Debates on environmental protection and preservation Explain using Charts, graphs, 	Field visit reports
			associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources	Models, films, slides	
			Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles		
	li	Describe ecosystem, ts structure, types and unctions	Ecosystem: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem		
	e	explain the lassification, value	Biodiversity: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity		
		nd threats to iodiversity	Environmental pollution: Introduction, causes, effects and control	 Directed reading Visits to water supply & 	
	e m er	numerate the causes, ffects and control neasures of pvironmental allution	measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health	purification sites	
		iscuss about climate lange, global	Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health		
	an de	arming, acid rain, d ozone layer pletion	Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics		
	an ere abe	umerate the role of individual in eating awareness out the social issues ated to environment	• Acts related to environmental protection and preservation		
	100	aca a chynomieni	Environmental Health &		

Unit			Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
		List the Acts related to environmental	Sanitation • Concept of environment health and sanitation		
		protection and preservation Describe the concept of environmental health and sanitation	 Concept of safe water, sources of water, waterborne diseases, wat purification processes, household purification of water 	plants	
			 Physical and chemical standards of drinking water quality and tests fo assessing bacteriological quality of water 	r	
		Describe water conservation, rain	 Concepts of water conservation: rain water harvesting and water shed management 	 Visit to sewage disposal and treatment sites, and waste disposal sites 	
		water harvesting and water shed management	 Concept of Pollution prevention 		·
		•	Air & noise pollutionRole of nurse in		
		Explain waste management	Prevention of pollution Solid waste management, human excreta disposal & management and sewage disposal and management		
		•	Commonly used insecticides and pesticides		
IV	1	methods at the	Nutrition Assessment and Nutrition Education Review of Nutrition O Concepts, types Meal planning: aims, steps & diet plan for different age groups Nutrition assessment of individuals, families and community by using appropriate methods	 Lecture Discussion Demonstration Role play Market visit Nutritional assessment for different age groups 	Performance assessment of nutrition assessment for different age groups Evaluation on nutritional assessment reports
	p g	lan and provide diet lans for all age roups including perspectic diet	Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status		
		į.	General nutritional advice		
	ed ed	rovide nutrition punseling and	methods and	Lecture	• Short answer • Essay

Unit		**	Content	Teaching/Learning	Assessment Methods
	(Hrs)			Activities	
		the national nutrition programs and	Review: Nutritional deficiency disorders		
		Identify early the food	 National nutritional policy & programs in India 		
		borne diseases, and perform initial	Food Borne Diseases and Food Safety		
		management and referral appropriately	Food borne diseases		
			Definition, & burden, Causes and classification		
			Signs & Symptoms		
			• Transmission of food borne pathogens & toxins		
			 Early identification, initial management and referral 		
			Food poisoning & food intoxication		
			 Epidemiological features/clinical characteristics, Types of food poisoning 	Field visits to milk purification plants, slaughterhouse	 Field visit reports
	:		 Food intoxication-features, preventive & control measures 	Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5	
			 Public health response to food borne diseases 		
V		Describe behaviour change communication skills	Communication management and Health Education	Lecture Discussion	Short answer Essay
		ļ	Behaviour change communication skills	Role play Demonstration: BCC skills	
			o communication	Supervised field practice	
			o Human behaviour	Refer: BCC/SBCC module	
			 Health belief model: concepts & definition, ways to influence behaviour 	(MoHFW & USAID)	
			o Steps of behaviour change		
			o Techniques of behaviour change: Guiding principles in planning BCC activity		
			o Steps of BCC		
	.	Counsel and provide nealth education to ndividuals, families and community for promotion of healthy	o Social and Behaviour Change Communication strategies (SBCC); techniques to collect social history from clients		• Performance evaluation of
		ife style practices	o Barriers to effective		health

Unit	Time (Hrs)		Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	communication, and methods to overcome them • Health promotion and Health education: methods/techniques, and audio-visual aids		education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts		 Lecture Discussion Demonstration Role plays	Short answer Essays
			 Approaches: Nursing process Epidemiological approach Problem solving approach Evidence based approach Empowering people to care for themselves Review: Primary health care and Comprehensive Primary Health Care (CPHC) Home Visits: Concept, Principles, Process, & Techniques: Bag technique Qualities of Community Health Nurse Roles and responsibilities of community health nursing personnel in family health services Review: Principles & techniques of counseling 	• Supervised field practice	• Assessment of supervised field practice
		groups to promote and maintain their health	families to promote and maintain their health 1. Assessment of individuals	LectureDiscussionDemonstrationRole plays	Short answer Essay Assessment of clinical performance in the field practice area

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l nit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			C'hildren: Monitoring growth and development, milestones		
			Anthropometric measurements, BMI		
			Social development		Assessment o
			Temperature and Blood pressure monitoring		procedural skills in lab procedures
			Menstrual cycle		***************************************
			Breast self-examination (BSE) and testicles self- examination (TSE)		
			Warning Signs of various diseases		
			Tests: Urine for sugar and albumin, blood sugar, Hemoglobin		
			B. Provision of health services/primary health care:		
			Routine check-up, Immunization, counseling, and diagnosis		
			Management of common diseases at home and health centre level		
	,	2	 Care based on standing orders/protocols approved by MoH&FW 		
	[a	Provide primary care at home/ health centers HWC) using standing orders/ protocols as	 Drugs dispensing and injections at health centre 		
	I S		C. Continue medical care and follow up in community for various diseases/disabilities		
			D. Carry out therapeutic procedures as prescribed/required for client and family		
			E. Maintenance of health records and reports		
		ļ	 Maintenance of client records 		
		evelop skill in	 Maintenance of health records at the facility level 		
		naintenance of ecords and reports	Report writing and documentation of activities carried out during home visits, in the clinics/centers	Document and maintain: Individual records	Evaluation of records and reports

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Unit		Learning Outcomes	Content	Teaching/Learning	Assessment
-	(Hrs)			Activities	Methods
			F. Sensitize and handle social issues affecting health and development of the family	Family records Health center records	
			Women empowerment		
			Women and child abuse		
		Develop beginning	Abuse of elders		
		skills in handling social issues affecting	Female foeticide		
		the health and development of the	Commercial sex workers		
		family	Substance abuse		
			G. Utilize community resources for client and family		
			 Trauma services 		
		Identify and assist the	 Old age homes 		
		families to utilize the	Orphanages		Evaluation of
		community resources appropriately	 Homes for physically challenged individuals 	• Field visits	field visit
			 Homes for destitute 		
			Palliative care centres		
		İ	Hospice care centres		
***	10.000		Assisted living facility		
Mental Me	Į į	approaches and lateral	Introduction to Epidemiology — Epidemiological Approaches and Processes	LectureDiscussionDemonstration	Short answerEssay
		•	Epidemiology: Concept and Definition	Role play	Report on visit to communicable
		-	Distribution and frequency of disease	Field visits: communicable disease hospital & Entomology office	disease hospital
		•	Aims & uses of epidemiology		 Report on visit to entomology office
		•	Epidemiological models of causation of disease		
		•	Concepts of disease transmission	Í	
		•	Modes of transmission: Direct, Indirect and chain of infection		
		•	Time trends or fluctuations in disease occurrence		
			Epidemiological approaches: Descriptive, analytical and experimental		
			Principles of control measures/levels of	Investigation of an epidemic of	

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Unit	Time	Learning Outcomes	Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
			prevention of disease Investigation of an epidemic of communicable disease	communicable disease	Report and presentation on
		Investigate an epidemic of communicable disease	Use of basic epidemiological tools to make community diagnosis for effective planning and intervention		investigating an epidemic of communicable disease
IX		Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility	Communicable Diseases and National Health Programs 1. Communicable Diseases - Vector borne diseases (Every disease will be dealt under the following headlines) • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up • Malaria • Filaria • Kala-azar • Japanese encephalitis • Dengue • Chickungunya 2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines) • Epidemiology of the following infectious diseases • Prevention & Control measures Screening, diagnosing the following conditions, primary management, referral and follow up • Leprosy	 Lecture Discussion, Demonstration Role play Suggested field visits Field practice Assessment of clients with communicable diseases 	Field visit reports Assessment of family case study OSCE assessment Short answer Essay
			o Tuberculosis o Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis		

Unit	Time	Learning Outcomes	Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
			and measles		
			o Enteric fever		
			o Viral hepatitis		
			o HIV/AIDS/RTI infections		
			o HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)	·	
			o Diarrhoea		
			o Respiratory tract infections		
			o COVID-19		
			o Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis		
			3. Communicable diseases; Zoonotic diseases		
			Epidemiology of Zoonotic diseases		
			Prevention & control measures		
			 Screening and diagnosing the following conditions, primary management, referral and follow up 		
			 Rabies: Identify, suspect, primary management and referral to a health facility 		
			 Role of a nurses in control of communicable diseases 		
		Jentify the national ealth programs	National Health Programs		
	re	, ` ~	I. UIP: Universal		
	di Un in	ommunicable iseases and explain he role of nurses in inplementation of hese programs	Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)		
			P. National Leprosy Eradication Program (NLEP)		
		2	Revised National Tuberculosis Control Program (RNTCP)		
		4	. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory		

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Unit	Time	Learning Outcomes	Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
			infections and Scabies		
			5. National Aids Control Organization (NACO)		
			National Vector Borne Disease Control Program		
			7. National Air Quality Monitoring Program		
			Any other newly added program		
X		Describe the national health program for the	Non-Communicable Diseases and National	• Lecture	Field visit reports
		control of non-	Health Program (NCD)	Discussion	• Assessment of
	communicable diseases and the role of nurses in screening identification, primar	diseases and the role	National response to	Demonstration	family case
		NCDs (Every disease will be dealt under the	Role play	study	
		management and	ement and following headlines • Suggested field visits	OSCE assessment	
		referral to a health facility	 Epidemiology of specific diseases 	Field practice	Short answer
		•	 Prevention and control measures 	Assessment of clients with non- communicable diseases	• Essay
			 Screening, diagnosing/ identification and primary management, referral and follow up care 		
			NCD-1		
			o Diabetes Mellitus		
			> Hypertension		
			Cardiovascular diseases		
			Stroke & Obesity		
		<	Blindness: Categories of visual impairment and national program for control of blindness		
		C	Deafness: national program for prevention and control of deafness		
		0	Thyroid diseases		
		0	Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways		
		N	CD-2 Cancers		
		o	Cervical Cancer		
		0	Breast Cancer		
		0	Oral cancer		
			Epidemiology of specific cancers, Risk factors/		

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Uni	t Time (Hrs		Content	Teaching/Learning Activities	Assessmen Methods
			Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms and early management & referral	5	
			o Palliative care		
			Role of a nurse in non- communicable disease control program	Participation in national health programs	
			National Health Programs		
			 National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) 		
			 National program for control of blindness 		
			 National program for prevention and control of deafness 		
			 National tobacco control program 		
			 Standard treatment protocols used in National Health Programs 		
		Enumerate the school shealth activities and	School Health Services	• Lecture	Short answer
		the role functions of a	• Objectives	Discussion	• Essay
		school health nurse	 Health problems of school children 	Demonstration	Evaluation of
			Components of school	Role play	health counseling to
			health services	 Suggested field visits 	school
		•	Maintenance of school health records	Field practice	• Screen,
		•	Initiation and planning of school health services		diagnose, manage and refer school
		•	Role of a school health nurse		childrenOSCE assessment

Note: Lab hours less than I Credit is not specified separately.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

CLINICAL POSTINGS: (4 weeks \times 40 hours per week)

Clinical	Duration	Learning Outcomes	Procedural Competencies/	Clinical	Assessment
Area/Unit	(Weeks)		Clinical Skills	Requirements	Methods
Urban	!	Build and maintain rapport	Interviewing skills using communication and	Community needs assessment/ Survey	• Evaluation of survey report

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Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			interpersonal relationship	- Rural/urban - 1	
tural	2 Weeks			Field visits:	
		Identify the socio- demographic characteristics, health determinants and resources of a rural and	 Conducting community need assessment/survey to identify health determinants of a community 	SC/HWC, PHC, CHC Water resources & purification site —	 Evaluation of field visit and observation reports
	*	an urban community		water quality standards	
				Rain water harvesting	
		Observe the functioning		Sewage disposal	
		and document	Observation skills	Observation of	
		significant observations		 milk diary 	
				slaughterhouse – meat hygiene	
				Observation of nutrition programs	
				Visit to market	
	ŀ	Perform nutritional assessment and plan diet plan for adult	 Nutritional assessment skills 	Nutritional assessment of an individual (adult) — 1	
		Educate individuals/		 Health teaching (Adult) - 1 	Health talk evaluation
,	-	family/community on Nutrition	 Skill in teaching individual/family on: 	Use of audio-visual aids	
]-	Hygiene	 Nutrition, including food 	o Flash cards	
	-	Food hygiene	hygiene and safety	o Posters	
	-	Healthy lifestyle	 Healthy lifestyle 	 Flannel graph 	
	-	Health promotion	 Health promotion 	 Flip charts 	
	a	Perform health ssessment for clients f various age groups	Health assessment including nutritional assessment for	 Health assessment of woman - 1, infant/under five - 1, adolescent - 1, adult - 1 	
			clients of different age groups	 Growth monitoring of under-five children – I 	Assessment of clinical
				Document and maintain.	performance
			•	Individual record	
				Family record	
		laintain records and ports	Documentation skills	Health center record	
			•	Community health survey to mvestigate an epidemic – 1	
				Cparcune - 1	 Evaluations of reports &

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Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Investigate epidemic of communicable disease Identify prevalent communicable and non-communicable diseases Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols	 Investigating an epidemic – Community health survey Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs Conduct home visit 	 Participation in any two national health 	Clinical performance assessment OSCE Final clinical examination
	1	Participate in implementation of national health programs Participate in school nealth program	 Participation in implementation of national health programs Participation in school health program 	 Participation in school health program – 1 	• Evaluation of home visit

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES: On completion of the course, the students will be competent to

- 1. Develop basic understanding of theoretical foundations and principles of teaching and learning
- 2. Identify the latest approaches to education and learning
- 3. Initiate self- assessment to identify one's own learning styles
- 4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
- 5 Develop understanding of basics of curriculum planning, and organizing
- 6. Analyze and use different teaching methods effectively that are relevant to student population and settings
- 7. Make appropriate decisions in selection of teaching learning activities integrating basic principles

- 8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
- 9. Engage in team learning and collaboration through inter professional education
- 10. Integrate the principles of teaching and learning in selection and use of educational media/technology
- 11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
- 12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
- 13. Develop basic understanding of student guidance through mentoring and academic advising
- 14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
- 15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
- 16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T - Theory, P - Practical (Laboratory)

Unit	"	me rs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
i	6	3	Explain the definition, aims, types, approaches and scope of educational technology	Introduction and Theoretical Foundations: Education and educational technology • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: • Transformational education • Relationship based education • Competency based education	Lecture cum discussion	• Quiz
			Compare and contrast the various educational philosophies	Educational philosophy: Definition of philosophy, education and philosophy Comparison of educational philosophies Philosophy of nursing education		
				 Teaching learning process: Definitions Teaching learning as a process Nature and characteristics of teaching and learning Principles of teaching and learning Barriers to teaching and learning Learning theories Latest approaches to learning Experiential learning 		

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Uni		lime	Learning Outcomes	Content	Teaching/ Learning Activities	
		Hrs.)	_		Activities	Methods
	T	P				
				Reflective learning Scenario based learning Simulation based learning	Group exercise: • Create/discuss	Assessment of
				o Blended learning	scenario-based exercise	Assignment: • Learning theories – analysis of any one
II	6	6	Identify essential	Assessment and Planning	Lecture cum	Short answer
			qualities/attributes of teacher	Assessment of teacher	discussion	Objective type
			Describe the teaching	Essential qualities of a teacher		, , , , ,
			styles of faculty Explain the determinants of	Teaching styles – Formal authority, demonstrator, facilitator, delegator		
			learning and initiates self-assessment to	Assessment of learner	Self-assessment	
			identify own learning	Types of learners	exercise:	
			style	Determinants of learning – learning needs, readiness to learn, learning styles	Identify your learning style using any learning style	
			Identify the factors that motivate the	Today's generation of learners and their skills and attributes	inventory (ex. Kolb's learning style inventory)	
			learner Define curriculum and classify types		Lecture cum discussion	
			Identify the factors influencing curriculum	factors, environmental factors and		
			development	Curriculum Planning		
				Curriculum – definition, types		
			Develop skill in writing learning outcomes, and lesson	Curriculum design – components, approaches		
			plan	 Curriculum development – factors influencing curriculum development, facilitators and barriers 	Individual/group exercise;	
				 Writing learning outcomes/ behavioral objectives 	1	Assessment of Assignment:
				 Basic principles of writing course plan, unit plan and lesson plan 	Preparation of a lesson plan	Individual/ Group
111	8	15	Explain the principles and strategies of	Implementation	Lecture cum	Short answer
			classroom management	Teaching in Classroom and Skill lab – Teaching Methods	Discussion	Objective type
				Classroom management-principles and strategies		
				Classroom communication		
				Facilitators and Barriers to classroom communication		

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Unit	T	ime	Learning Outcomes	Content	Teaching/ Learning	Assessment
	(1	(rs.)			Activities	Methods
	T	P				
			Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods	 Information communication technology (ICT) – ICT used in education Teaching methods – Features, advantages and disadvantages Lecture, Group discussion, microteaching Skill lab – simulations, Demonstration & re-demonstration Symposium, panel discussion, seminar, scientific workshop, exhibitions Role play, project 	 Practice teaching/Micro teaching Exercise (Peer teaching) Patient teaching session 	Assessment of microteaching
			participate actively in team and collaborative learning	 Field trips Self-directed learning (SDL) Computer assisted learning One-to-one instruction Active learning strategies Team based learning Problem based learning Peer sharing Case study analysis Journaling Debate Gaming Inter-professional education 	 Construction of game – puzzle Teaching in groups – interdisciplinary 	
IV ,	3	3		Teaching in the Clinical Setting – Teaching Methods Clinical learning environment Factors influencing selection of clinical learning experiences Practice model Characteristics of effective clinical teacher Writing clinical learning outcomes/practice competencies Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	Writing clinical outcomes —	Assessment of written assignment

Un	it 1	l'ime	Learning Outcomes	Content	Teaching/ Learning	Assessment
	(1	Hrs.)			Activities	Methods
	T	P				
V	5	5	Explain the purpose, principles and steps i the use of media	 Media use – Purpose, components. 	Lecture cum discussion	Short answerObjective type
				 Media use — Purpose, components, principles and steps Types of media Still visuals Non projected — drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer Projected — film stripes, microscope, power point slides, overhead projector Moving visuals Video learning resources — videotapes & DVD, blu-ray, USB flash drive Motion pictures/films Realia and models Real objects & Models Audio aids/audio media Audiotapes/Compact discs Radio & Tape recorder Public address system Digital audio Electronic media/computer learning resources Computers Web-based videoconferencing E-learning, Smart classroom Telecommunication (Distance education) Cable TV, satellite broadcasting, videoconferencing Telephones — 		Assessment of the teaching media prepared
VI	Ś	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers	Telehealth/telenursing Mobile technology Assessment/Evaluation Methods/Strategies • Purposes, scope and principles in	Lecture cum discussion	Short answer Objective type
			to evaluation Explain the guidelines to develop assessment	selection of assessment methods and types Barriers to evaluation Guidelines to develop assessment		

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Unit	Ti	me	Learning Outcomes	Content	Teaching/ Learning	` 1
	(11	rs.)			Activities	Methods
	Т	P				
	T	P	tests Develop skill in construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	single response & multiple response) Assessment of skills: Clinical evaluation Observation (checklist, rating scales, videotapes) Written communication – progress notes, nursing care plans, process recording, written assignments Verbal communication (oral examination) Simulation Objective Structured Clinical Examination (OSCE) Self-evaluation Clinical portfolio, clinical logs Assessment of Attitude: Attitude scales	Exercise on constructing assessment tool/s	Assessment of tool/s prepared
VII	3	3	counseling and	Assessment tests for higher learning: Interpretive questions, hot spot questions, drag and drop and ordered response questions Guidance/academic advising, counseling and discipline Guidance Definition, objectives, scope, purpose and principles Roles of academic advisor/ faculty in guidance Counseling Difference between guidance and counseling Definition, objectives, scope, principles, types, process and steps of counseling Counseling Counseling skills/techniques — basics Roles of counselor Organization of counseling services	Role play on student counseling in different situations Assignment on identifying situations requiring counseling	Assessment of performance in role play scenario Evaluation of assignment

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Unit	t Time (Hrs.)				Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P						
VIII	4	2	Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students Recognize the	Issues for counseling mursing students Discipline and grievance in students Managing disciplinary/grievance problems – preventive guidance & counseling Role of students' grievance redressal cell/committee Ethics and Evidence Based	Value			
V 311	,	2	importance of value- based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	Ethics and Evidence Based Teaching (EBT) in Nursing Education Ethics — Review Definition of terms Value based education in nursing Value development strategies Ethical decision making Ethical standards for students Student-faculty relationship Evidence based teaching — Introduction	Value clarification exercise Case study analysis (student encountered scenarios) and suggest ethical decision-making steps Lecture cum discussion	 Short answer Evaluation of case study analysis Quiz – MCQ 		
				Evidence based education process and its application to nursing education				

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
- 2. Explore the history and scope of forensic nursing practice
- 3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
- Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T - Theory

Unit	Time	42	Content	Teaching/ Learning	Assessment
i	(Hrs)	Outcomes		Activities	Methods
I	3 (T)		Forensic Science	Lecture cum discussion	• Quiz – MCO
		nature of forensic science	Definition		
		and discus issues	• History		
		violence	Importance in medical science		
			Forensic Science Laboratory	 Visit to Regional Forensic Science Laboratory 	Write visit report
İ			Violence		
			Definition		
ĺ			Epidemiology		
			Source of data		
			Sexual abuse - child and women		
	2 (T)	of forensic	Forensic Nursing		Short answer
		nursing and	Definition	discussion	 Objective type
		scope of practice for forensic	History and development		
		nurse	 Scope – setting of practice, areas of practice and subspecialties 		
		ļ	Ethical issues		
			 Roles and responsibilities of nurse 		
			INC & SNC Acts		
11			Forensic Team	Lecture cum	Objective type
	1	and describe role	 Members and their roles 	Discussion	Short answer
		of forensic nurse	Comprehensive forensic nursing care of victim and family		
			 Physical aspects 	Hypothetical/real	
		•	Psychosocial aspects	case presentation	
		•	Cultural and spiritual aspects		
		•	Legal aspects		
į		•	Assist forensic team in care beyond scope of her practice		
		•	Admission and discharge/referral/death of victim of violence	Observation of post- mortem	
		•	Responsibilities of nurse as a witness		
		E	vidence preservation – role of nurses		
		•	Observation	Visit to department of formula and finite	
		•	Recognition	of forensic medicine	Write report

Unit		Learning Outcomes	Content	Teaching/ Learning	Assessment
	(Hrs)	Outcomes		Activities	Methods
			Collection		
			Preservation		
			Documentation of Biological and other evidence related to criminal/traumatic event		
			Forwarding biological samples for forensic examination		
IV	3 (T)	Describe fundamental rights and	Introduction of Indian Constitution	Lecture cum discussion	Short answer
		human rights	Fundamental Rights		
		commission	Rights of victim	Written Assignment	Assessment of
			Rights of accused		Assessment of written assignment
				Visit to prison	
			Human Rights Commission		Write visit report
V		Explain Indian judicial system and laws	Sources of laws and law-making powers	Lecture cum discussion	• Quiz
ĺ			Overview of Indian Judicial System		
			JMFC (Judicial Magistrate First Class)	Guided reading	Short answer
l			• District		
			• State		
			• Apex		
				,	
İ			Civil and Criminal Case Procedures	Lecture cum discussion	
İ			IPC (Indian Penal Code)	Wickers story	
			• 1CPC		
			IE Act (Indian Evidence Act)		
	i	Discuss the importance of POSCO Act	Overview of POSCO Act		

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

COMPETENCIES: On completion of the course, the students will be able to

- Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourmary, nervous system disorders, orthopedic disorders, eye, car and skin disorders and communicable diseases
- 2. Provide care to children with common behavioural, social and psychiatric problems
- 3. Manage challenged children
- 4. Identify the social and welfare services for challenged children

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COURSE OUTLINE

T - Theory

Uni	Time (Hrs)	9	Content	Teaching/ Learning Activities	Assessment Methods
		management of	Hip dislocation and	Practice session	skills with
		children with Orthopedic disorders, eye, ear and skin	• Fracture	Clinical practice	checklist
			Disorder of eye, ear and skin;	- Chinear practice	
		disorders	Refractory errors		
			Otitis media and		
		Explain the preventive measures and strategies			
		for children with communicable diseases	Communicable discourse in at 2.1		
			Tuberculosis		
			Diphtheria		
			• Tetanus		
			Pertussis		
			Poliomyelitis		
			Measles		
			Mumps, and		
			• Chiekenpox		·
			• HIV/AIDS		
			Dengue fever		
			• COVID-19		
111		management of	Management of behavior and social problems in children	Lecture cum discussion	Short answer
		children with behavioral & social	uldren with havioral & social Child Guidance clinic	• Field visite to shild	Objective type
			 Common behavior disorders in children and management 	guidance clinics, school for mentally	Assessment of field reports
		Identify the social &	o Enuresis and Encopresis	& physically, socially challenged	
		welfare services for challenged children	o Nervousness		
		ananchiged children	o Nail biting		
	1		o Thumb sucking		
			o Temper tantrum		
			o Stealing		
			o Aggressiveness		
			o Juvenile delinquency		
			o School phobia		
		•	o Learning disability		
			Psychiatric disorders in children and management		
			o Childhood schizophrenia		
			o Childhood depression		
			o Conversion reaction		
			o Posttraumatic stress disorder		
			Autistic spectrum disorders		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Eating disorder in children and management		
			o Obesity		
			o Anorexia nervosa	,	
			o Bulimia		
			 Management of challenged children. 		
			o Mentally		
			o Physically		
			o Socially		
			o Child abuse,		
			o Substance abuse		
			 Welfare services for challenged children in India 		

CHILD HEALTH NURSING - II - CLINICAL PRACTICUM (1 Credit - 80 hours)

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
- 2 Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
- 3. Apply nursing process in providing care to patients with organic brain disorders.
- 4. Identify and respond to psychiatric emergencies.
- 5. Carry out crisis interventions during emergencies under supervision.
- 6. Perform admission and discharge procedures as per MHCA 2017.
- Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

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COURSE OUTLINE

T - Theory

Unit	Time	Learning	T - Theory Content	Teaching/Learning	Assessment
	(Hrs)	Outcomes		Activities	Methods
ı	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	 intoxication and withdrawal Psychodynamics/etiology of substance used disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) Diagnostic criteria/formulations Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders Special considerations for vulnerable population Follow-up and home care and rehabilitation 	Lecture cum discussion Case discussion Case presentation Clinical practice	Essay Short answer Assessment or patient management problems
11		etiology, psycho- dynamics, elinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	Nursing Management of Patient with Personality and Sexual Disorders Prevalence and incidence Classification of disorders Etiology, psychopathology, characteristics, diagnosis Nursing Assessment. History, Physical and mental health assessment Treatment modalities and nursing management of patients with personality, and sexual disorders Geriatric considerations Follow-up and home care and rehabilitation	discussionCase discussionCase presentation	 Essay Short answer Assessment of patient management problems
111	20 20 CO CO	etiology, psycho- pathology, clinical manifestations, liagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Emotional Disorders occurring during Childhood and Adolescence (Intellectual lisability, autism, attention deficit, syperactive disorder, eating disorders, earning disorder)	discussion Case discussion	Essay Short answer Assessment of patient management problems

Uni	t Time (Hrs	Outro	Content	Teaching/Learning Activities	Assessmen Methods
			Nursing Assessment: History, Physical, mental status examination and IQ assessment		
			Treatment modalities and nursing management of childhood disorders including intellectual disability		
			Follow-up and home care and rehabilitation		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain	Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnestic disorders) • Prevalence and incidence • Classification	 Lecture cum discussion Case discussion Case presentation Clinical practice 	EssayShort answerAssessment opatient management
		disorders.	Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis	chinear practice	problems
			Nursing Assessment: History, Physical, mental and neurological assessment		
			Treatment modalities and nursing management of organic brain disorders		
			Follow-up and home care and rehabilitation		
V	6 (T)	Identify psychiatric emergencies and earry out crisis	Psychiatric Emergencies and Crisis Intervention	Lecture cum discussion	Short answer
		intervention	Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements	Case discussionCase presentationClinical practice	 Objective type
			Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)		
			Types of crisis		
			 Crisis intervention: Principles, Techniques and Process 		
			 Stress reduction interventions as per stress adaptation model 		
			- Coping enhancement		
VI	4 (T)	Y*	- Techniques of counseling		
`		aspecis anomed in - 1	711	Lecture cum discussion	Short answer
	ŀ	settings and role of the nurse		• Case discussion	Objective type
			(Protection of Children from Sexual Offence) POSCO Act		
			Mental Health Care Act (MHCA) 2017		i
			Rights of mentally ill clients		
			Forensic psychiatry and nursing		
			Acts related to narcotic and psychotropic substances and illegal drug trafficking		

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			 Admission and discharge procedures as per MHCA 2017 		
			Role and responsibilities of nurses in implementing MHCA 2017		
VII			Community Mental Health Nursing Development of Community Mental Health Services: National mental health policy viz. National Health Believes.	Lecture cum discussion Clinical/ field practice Field visits to mental health service agencies	 Short answer Objective type Assessment of the field visit reports

CLINICAL PRACTICUM - 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

THEORY: 3 Credits (60 hours) includes Lab/Skill Lab hours also

PRACTICUM: Clinical: 1 Credits (80 hours)

DESCRIPTION: This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Analyze the health care trends influencing development of nursing services and education in India.
- 2 Describe the principles, functions and process of management applied to nursing
- 3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
- 4. Apply the concept of human resource management and identify the job description for all eategories of nursing personnel including in service education.
- 5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
- Develop skill in management of materials and supplies including inventory control.
- 7 Develop team working and inter professional collaboration competencies.
- 8. Identify effective leadership styles and develop leadership competencies
- 9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
- 10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

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- 11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
- Demonstrate understanding of the TNC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
- 13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
- 14. Identify the legal issues and laws relevant to nursing practice and education.
- 15 Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T - Theory

		T .	1 - Theory		
Uni	t Tim (Hrs	4,7	Content	Teaching/ Learning Activities	Assessment Methods
II		Explore the health care, development o nursing services and education in India and trends Explain the principles and functions of	 Current health care delivery system of India – review Planning and development of nursing services and education at global and national scenario Recent trends and issues of nursing service and management Management Basics Applied to Nursing 	Lecture cum discussion Directed reading and written assignment Lecture and discussion	Short answer Assessment of assignme MCQ Short answer
		management applied to nursing	 Definitions, concepts and theories of management Importance, features and levels of management Management and administration Functions of management Principles of management Role of a nurse as a manager Introduction to Management Process 		• Short answer
		management as a process	 Planning Organizing Staffing Directing/Leading Controlling MANAGEMENT OF NURSING SERVICES		
111	6	Describe the assential stements of adapting	Planning Nursing Services Vision, Mission, philosophy, objectives	Visit to specific hospital/ patient care units Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit Assessment

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Unit	Tim (Hrs		Content	Teaching/ Learning Activities	Assessmen Methods	
			Strategic planning		of problem-	
			Program planning – Gantt chart & milestone chart		solving exercises	
			 Budgeting – concepts, principles, types, 		Visit Report	
			 Budget proposal, cost benefit analysis 	s		
			Planning hospital and patient care uni (Ward)	it		
			Planning for emergency and disaster			
IV	4 (T)	Discuss the	Organizing	Lecture cum discussion	Short answer	
		concepts of organizing including	Organizing as a process – assignment, delegation and coordination	Comparison of organizational structure of various	Assessment of assignment	
		hospital organization	Hospital – types, functions & organization	organizations • Nursing care delivery systems –	or assignmen	
			Organizational development	assignment		
			Organizational structure	Preparation of Organizational Preparation of Organizational		
			Organizational charts	chart of hospital/ Nursing services		
			Organizational effectiveness			
			Hospital administration, Control & line of authority			
			Hospital statistics including hospital utilization indices			
			Nursing care delivery systems and trends			
			Role of nurse in maintenance of effective organizational climate			
V		Identify the significance of	Staffing (Human resource management)	Lecture and discussion	Formulate	
		numan resource nanagement	Definition, objectives, components	Role play	Job description at	
	(HRM) and	and functions	Games self-assessment, case discussion and practice session	different levels of care	
		managamant	Staffing & Scheduling	Calculation of staffing	levels of care & compare	
		nd discuss its dements	 Staffing – Philosophy, staffing activities 	requirements for a specified	with existing system	
			 Recruiting, selecting, deployment 	ward	Preparation of	
			 Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation 		duty roster	
		,	Staffing units – Projecting staffing requirements/ealculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system			
			Categories of nursing personnel including job description of all levels			
		•	Assignment and nursing care responsibilities			

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Unit	Tim (Hrs		Content	Teaching/Learning Activities	Assessmen Methods
		Explain the procedural steps of material management Develop managerial skill in inventory control and actively participate in procurement process	 Turnover and absenteeism Staff welfare Discipline and grievances In-Service Education Nature and scope of in-service education program Principles of adult learning – review Planning and organizing in-service educational program Methods, techniques and evaluation Preparation of report Material Resource Management Procurement, purchasing process, inventory control & role of nurse Auditing and maintenance in hospital and patient care unit 	• Visu to inventory store of the institution	 Preparation MMF/recor Preparation log book & condemnation documents Visit Report
VI			Directing and Leading Definition, principles, elements of directing Supervision and guidance Participatory management Inter-professional collaboration Management by objectives Team management Assignments, rotations Maintenance of discipline Leadership in management	Demonstration of record & report maintenance in specific wards/ departments	Assignment on Reports & Records maintained ir nursing department/ Preparation o protocols and manuals
11 4	s t n d d le st	Discuss the significance and changing rends of aursing eadership analyze the afferent eadership tyles and evelop eadership ampetencies	Definition, concepts, and theories Leadership principles and competencies Leadership styles: Situational leadership, Transformational leadership Methods of leadership development	 Self-assessment Report on types of leadership adopted at different levels of 	Short answer Essay Assessment of exercise/repor t

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Uni	t Time (Hrs		Content	Teaching/ Learning Activities	Assessmen Methods
			Conflict management and negotiation		
			Implementing planned change		
VIII	4 (T)	Explain the	Controlling	Lecture cum discussion	Assessment
		process of controlling and its activities	Implementing standards, policies, procedures, protocols and practices	Preparation of policies/ protocols for nursing units/	of prepared protocols
		на аспунца	 Nursing performance audit, patient satisfaction 	department	
			 Nursing rounds, Documentation – records and reports 		
			Total quality management – Quality assurance, Quality and safety		
			Performance appraisal		
			Program evaluation review technique (PERT)		
			Bench marking, Activity plan (Gantt chart)		
			Critical path analysis		
IX		Explain the concepts of organizational behavior and group dynamics	Organizational Behavior and Human Relations Concepts and theories of organizational behavior	 Lecture and discussion Role play/ exercise – Group dynamics & human relations 	Short answerOSCE
		İ	 Group dynamics Review – Interpersonal relationship Human relations 		
			 Public relations in the context of nursing 		
			 Relations with professional associations and employee unions 		
			Collective bargaining		
			 Review – Motivation and morale building 		
		3	Communication in the workplace – assertive communication		
		ļ	Committees – importance in the organization, functioning		
X		Describe the Inancial	Financial Management	Lecture cum discussion	Short answer
	m re nı	nanagement elated to ursing	functions, principles & scope of		Essay Assessment
		ervices	Financial planning (budgeting for nursing department)	for a specific department	of assignment
		•	Proposal, projecting requirement for staff, equipment and supplies for — Hospital & patient care units & emergency and disaster units		

Unit	Tim (Hr:		Content	Teaching/Learning Activities	Assessment Methods
			Budget and Budgetary processFinancial audit		
XI		Review the concepts, principles and methods and use of nursing informatics	Nursing Informatics/ Information Management – Review • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & Tele nursing • Electronic Medical Records (EMR), EHR	 Review Practice session Visit to departments 	• Short answe
XII	I (T)	Review personal management in terms of management of emotions, stress and resilience	Personal Management – Review Emotional intelligence Resilience building Stress and time management – destressing Career planning MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS	Review Discussion	
XIII	4 (T)	institutions and its accreditation guidelines	Establishment of Nursing Educational Institutions Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines Coordination with regulatory bodies – INC and State Nursing Council Accreditation – Inspections Affiliation with university/State council/board of examinations	Lecture and discussion Visit to one of the regulatory bodies	Visit report
XIV	ľ	planning and organizing functions of a nursing college	Planning and Organizing Philosophy, objectives and mission of the college Organization structure of school/college Review – Curriculum planning Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs,	Directed reading – INC. Curriculum Preparation of organizational structure of the college Written assignment – writing philosophy of a teaching department Preparation of master plan, time table and clinical rotation	Short answer Essay Assessment of assignment

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Uni	t Tim (Hr:		Content	Teaching/Learning Activities	Assessment Methods
-	_		computer lab, transport facilities		
			Records & reports for students, staff.		
			faculty and administrative		
			Committees and functioning Clinical approximates		
XV	acr) Develop	• Clinical experiences		
	7(1)	understanding of staffing the college and	Staffing and Student Selection Faculty/staff selection, recruitment and placement, job description	1	Short answerActivity
		selecting the	Performance appraisal	Faculty welfare activities report	report Assessment
		stadents	Faculty development	Writing job description of tutors	of job
			Faculty/staff welfare	ums	description
			 Student recruitment, admission, clinical placement 		
XVI	4 (T)	Analyze the	Directing and Controlling	Review principles of evaluation	• Short
		leadership and management activities in an	Review – Curriculum implementation and evaluation	Assignment – Identify disciplinary problems among	answer Assessment
		educational organization	 Leadership and motivation, supervision – review 	students Writing student record	of assignment and record
			 Guidance and counseling 		
ĺ			Quality management – educational audit		
			Program evaluation, evaluation of performance		
		!	Maintaining discipline		
			Institutional records and reports – administrative, faculty, staff and students		
XVII	į.	legal issues and	PROFESSIONAL CONSIDERATIONS		
		laws relevant to nursing	Review – Legal and Ethical Issues		
		oractice	Nursing as a profession – Characteristics of a professional nurse		
			Nursing practice – philosophy, aim and objectives		
			Regulatory bodies – INC and SNC constitution and functions		
			Review – Professional ethics		
			Code of ethics and professional conduct – INC & ICN		
			Practice standards for nursing – INC		
			International Council for Nurses (ICN)		
			Legal aspects in nursing:		
			Consumer protection act, patient rights		
			Legal terms related to practice, legal		

Unit	Time (Hrs)	1 0	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practicing practice		
XVIII		opportunities for professional advancement	Professional Advancement Continuing Nursing Education Career opportunities Membership with professional organizations — national and international Participation in research activities Publications — journals, newspaper	 Prepare journal list available in India Write an article – research/ clinical 	Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

Clinical: 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

Practice Competencies:

Hospital

- 1 Prepare organizational chart of hospital/Nursing services/nursing department
- 2. Calculate staffing requirements for a particular nursing unit/ward
- 3. Formulate Job description at different levels of care
- 4. Prepare duty roster for staff/students at different levels
- 5. Participate in procuring/purchase of equipment & supplies
- 6. Prepare log book/MMF for specific equipment/materials
- 7. Maintain and store inventory and keep daily records
- 8. Prepare and maintain various records & reports of the settings incident reports/adverse reports/audit reports
- 9. Prepare and implement protocols & manuals
- 10. Participate in supervision, evaluation and conducting in service education for the staff

College & Hostel

- 1 Prepare organizational chart of college
- 2. Formulate job description for tutors
- 3. Prepare Master plan, time table and clinical rotation
- 4. Prepare student anecdotes
- 5. Participate in planning, conducting and evaluation of clinical teaching

6. Participate in evaluation of students' clinical experience

7. Participate in planning and conducting practical examination OSCE - end of posting

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

COMPETENCIES: On completion of the program, the students will be able to

- Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that
 are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
- 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
- 3. Recognize the trends and issues in midwifery and obstetrical nursing.
- Review and describe the anatomy and physiology of human reproductive system and conception.
- 5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
- 6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
- 7. Uphold the fundamental human rights of individuals when providing midwifery care.
- 8. Promote physiologic labour and birth, and conduct normal childbirth.
- 9. Provide evidence based essential newborn care.
- 10. Apply nursing process approach in caring for women and their families
- 11. Describe the methods of contraception and role of nurse/midwife in family welfare services
- 12. Recognize the importance of and actively participate in family welfare programs.
- 13. Provide youth friendly health services and care for women affected by gender based violence.

COURSE OUTLINE

T – Theory, SL/L – Skill Lab/Lab, C – Clinical

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	1	ssessment Methods
1	8 (T)	Explain the history and current scenario of midwifery in India	 Current scenario: Trends of maternity care in India Midwifery in India - Transformative education for relationship based and transformative pridwifes. 	 Discussion Demonstration Role play Directed reading and assignment: ICM competencies Scenario based learning 	• C	thort answer Objective type ssay Ouiz

Uni	t Time (Hrs)		Content	Teaching/Learning Activities	Assessmer Methods
	(1113)	indicators	Namatal Mastelia, Data and and		3.16 (11/04)
		marcators	Neonatal Mortality Rate, perinatal mortality rate, fertility rates		
			Maternal death audit		
		Describe the various	National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)		
		national health programs related to RMNCH+A	Current trends in midwifery and OBG nursing:		
			 Respectful maternity and newborn care (RMNC) 		
		Identify the trends	o Midwifery-led care units (MLCU)		
		and issues in midwifery	 Women centered care, physiologic birthing and demedicalization of birth 		
			Birthing centers, water birth, lotus birth		
			Essential competencies for midwifery practice (ICM)		
			Universal rights of child-bearing women		
			Sexual and reproductive health and rights		
			Women's expectations & choices about care		
			Legal provisions in midwifery practice in India:		
			 INC/MOH&FW regulations 		
			 ICM code of ethics 		
			 Ethical issues in maternal and neonatal care 		
		Discuss the legal and ethical issues relevant	 Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers 		
		to midwifery practice	 Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) 		
			• Scope of practice for midwives		
	· · ·	Review the	Anatomy and physiology of human	• Lecture •	Quiz
		anatomy and physiology of human		• Discussion	Short answer
		reproductive system	physiology) Review:	Self-directed learning	Essay
			Female organs of reproduction	• Models	
		•		• Videos & films	
			Foetal skull – bones, sutures,		

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Uni	Time (Hrs)		S Content	Teaching/Learnin Activities	g Assessment Methods
			fontanelles, diameters, moulding		
			Fetopelvic relationship		
			Physiology of menstrual cycle,		
			menstrual hygiene		
			 Fertilization, conception and implantation 		
			 Embryological development 		
			• Placental development and function, placental barrier		
			Fetal growth and development		
			Fetal circulation & nutrition		
III	12 (T)		Assessment and management of	• Lecture	
	10 (L)		normal pregnancy (ante-natal):	Discussion	Short answer
	40 (C)	Provide preconception	Pre-pregnancy Care	• Demonstration	Objective type
		care to eligible couple:	Review of sexual development (Self Learning)	Self-Learning	 Assessment of skills with
			Socio-cultural aspects of human	Health talk	check list
			sexuality (Self Learning)	• Role play	Case study evaluation
			Preconception care	• Counseling session	• OSCE
			Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (Self Learning)		
			Planned parenthood		
		Y	Pregnancy assessment and antenatal care (I, II & III Trimesters)	C	
		Describe the physiology, assessment	i	 Case discussion/ presentation 	
	Į.	and management of normal pregnancy	Physiological changes during pregnancy	• Simulation	
			Assess and confirm pregnancy:	 Supervised clinical practice 	
			Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests	clinical practice	
			Review of maternal nutrition & malnutrition		
			 Building partnership with women following RMC protocol 		
			Fathers' engagement in maternity care		
			Ante-natal care:		
			1 st Trimesters		Ī
	1	Demonstrate	Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation		
	ai pi	nowledge, attitude nd skills of midwifery ractice throughout ^a ,2 nd and 3 rd	Identification and	Refer SBA module & Safe motherhood	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	Antenatal care : as per Gol guidelines	booklet	
			Antenatal counseling (lifestyle changes, nutrition shared decision making girls)	 Lab tests – performance and interpretation 	
			Danger signs during pregnancy	Demonstration	
			Respectful care and compassionate	• Roleplay	
			Recording and reporting: as per the Gol guidelines		
			Role of Doula/ASHAs		
			H Trimester		
			Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope		
			Assessment of fetal well-being. DFMC, biophysical profile, Non- stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests.		
			Antenatal care		
			Women centered care	Demonstration of	
			Respectful care and compassionate communication	antenatal assessment	
		ļ	Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.		
		•	Education and management of physiological changes and discomforts of 2 nd trimester		
		•	Rh negative and prophylactic anti D		
		•	Referral and collaboration, empowerment		
		•	Ongoing risk assessment		
		•	Maternal Mental Health		
		1	II Trimester		
		•	Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope		
		•	Education and management of physiological changes and discomforts of 3 rd trimester		
		•	Third trimester tests and screening		
		•	Fetal engagement in late pregnancy		
		•	Childbirth preparation classes		

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Unit	Time (Hrs)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			 Birth preparedness and complication readiness including micro birth planning Danger signs of pregnancy — 	n	
			recognition of ruptured membranes Education on alternative birthing positions — women's preferred choices, birth companion Ongoing risk assessment Cultural needs Women centered care Respectful and compassionate communication Health education on exclusive breastfeeding Role of Doula/ASHA's	 Scenario based learning Lecture Simulation Role play Refer Gol Guidelines Health talk Counseling session Demonstration of birthing positions Workshop on alternative birthing 	
	D m er	during labour Discuss how to naintain a safe nvironment for labour	Physiology, management and care during labour Normal labour and birth Onset of birth/labour Per vaginal examination (if necessary) Stages of labour Organization of labour room – Triage, preparation for birth Positive birth environment Respectful care and communication Drugs used in labour as per Gol guidelines Fist Stage Physiology of normal labour Monitoring progress of labour using Partograph/labour care guide Assessing and monitoring fetal well being Evidence based care during 1st stage of labour Pain management in labour (non-pharmacological) Psychological support – Managing fear Activity and ambulation during first stage of labour	positions Lecture Discussion Demonstration Bedside clinics Case discussion/presentation Simulated practice Supervised Clinical practice — Per vaginal examination, Conduction of normal childbirth Refer SBA module LaQshya guidelines Dakshata guidelines	Essay type Short answer Objective type Case study evaluation Assessment of skills with check list OSCE

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Nutrition during labour		
			Promote positive childbirth experience	e l	
			for women		
i			Birth companion		
			Role of Doula/ASHA's		
			Second stage		
			Physiology (Mechanism of labour)	• Refer ENBC,	
			Signs of imminent labour	NSSK module	
		Discuss how the midwife provides care	Intrapartum monitoring	• Demonstration	
		and support for the women during birth to	Birth position of choice	• Group work	
		enhance physiological birthing and promote normal birth		• Scenario based learning	
			Psychological support		
			Non-directive coaching		
		Assess and provide care of the newborn	 Evidence based management of physiological birth/Conduction of normal childbirth 		
		immediately following birth	Essential newborn care (ENBC)		
		ortar	Immediate assessment and care of the newborn		
			Role of Doula/ASHA's		
			Third Stage		
			Physiology – placental separation and expulsion, hemostasis	 Simulation 	
			Physiological management of third stage of labour	Role playDemonstration	
			Active management of third stage of labour (recommended)	 Videos 	
			 Examination of placenta, membranes and vessels 		
		j	Assess perineal, vaginal tear/ injuries and suture if required		
			Insertion of postpartum IUCD		
			Immediate perineal care		
			Initiation of breast feeding		
			Skin to skin contact		
			Newborn resuscitation		
			Fourth Stage		
	D	iscuss the impact of	Observation, Critical Analysis and Management of mother and newborn		
	tra	bour and birth as a ansitional event in e woman's life	Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss		
			Documentation and Record of birth		

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Uni	Time (Hrs)	Learning Outcomes	Content	Teaching/Learnin Activities	g Assessment Methods
			Breastfeeding and latching		
		Ensure initiation of	Managing uterine cramp		
		breast feeding and adequate latching	Alternative/complementary therapies		
			• Role of Doula/ASHA's		
			Various childbirth practices		
			Safe environment for mother and newborn to promote bonding		
			Maintaining records and reports		
V	7 (T) 6 (L)	Describe the physiology,	Postpartum care/Ongoing care of women	• Lecture	Essay type
	40 (C)	management and care of normal puerperium		DiscussionDemonstration	Short answerObjective
			Post-natal assessment and care – facility and home-based care	Health talk Simulated	typeAssessment of
			Perineal hygiene and care	practice	skills with checklist
			Bladder and bowel function	Supervised	• OSCE
			 Minor disorders of puerperium and its management 	clinical practiceRefer SBA module	
			 Physiology of factation and factation management 		
			Postnatal counseling and psychological support		
			Normal postnatal baby blues and recognition of post-natal depression		
			 Transition to parenthood 		
			Care for the woman up to 6 weeks after childbirth		
			Cultural competence (Taboos related to postnatal diet and practices)		
		,	Diet during factation-review		
		-	Post-partum family planning		
		-	Follow-up of postnatal mothers		
		•	Drugs used in the postnatal period		
		•	Records and reports		
VI	771 ai	biscuss the need for nd provision of ompassionate, family	Assessment and ongoing care of normal neonates	Lecture Discussion	Essay type
	40 (C) Ce	entered midwifery	Family centered care	Demonstration	Short answer
	ce	are of the newborn	Respectful newborn care and communication	Simulated	Objective type
	a	issessment and care	Normal Neonate – Physiological adaptation	practice session Supervised	Assessment of skills with checklist
		of normal neonate	Newborn assessment – Screening for congenital anomalies	Refer safe deliver	OSCE
				app module – newborn	

Unit	Time	Learning Outcomes	Content	Teaching/Learning	Assessment
	(Hrs)			Activities	Methods
			the childbirth (Routine care of newborn)	management Partial completion	
			 Skin to skin contact and thermoregulation 	of SBA module	
			Infection prevention		
			Immunization		
			Minor disorders of newborn and its management		
VII		Explain various	Family welfare services	Lecture	Essay type
	2 (L) methods of family planning and role of nursc/midwife in providing family planning services	• Impact of early/frequent childbearing	Supervised	Short answers	
		Comprehensive range of family planning methods	practiceField visits	 Objective type 	
		o Temporary methods – Hormonal, non-hormonal and barrier methods	Scenario based learning	 Field visit reports 	
			sterilization and female sterilization	Discussion Gol guidelines –	• Vignettes
			Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods	injectable contraceptives, oral contraceptives, IUCD, male and female sterifization	
			Emergency contraceptives		
			Recent trends and research in contraception		
			Family planning counseling using Balanced Counseling Strategy (BCS)		
			 Legal and rights aspects of FP 		
			Human rights aspects of FP adolescents		
			Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review)		
		ļ	Importance of follow up and recommended timing		
		ŀ	Gender related issues in SRH		
	fi	Describe youth riendly services and	Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife		
		ole of nurses/ nidwives	Special courts for abused people		
	R	ecognize the role of	Gender sensitive health services including family planning		
	m	urses/midwives in ender based violence			

PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

SKILL LAB & CLINICAL: Skill Lab - 1 Credit (40 hours); Clinical - 3 Credits (240 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

- 1. Counsel women and their families on pre-conception care
- 2. Demonstrate lab tests ex. urine pregnancy test
- 3. Perform antenatal assessment of pregnant women
- 4. Assess and care for normal antenatal mothers
- 5. Assist and perform specific investigations for antenatal mothers
- 6. Counsel mothers and their families on antenatal care and preparation for parenthood
- 7. Conduct childbirth education classes
- 8. Organize labour room
- 9. Prepare and provide respectful maternity care for mothers in labour
- 10. Perform per-vaginal examination for a woman in labour if indicated
- 11. Conduct normal childbirth with essential newborn care
- 12. Demonstrate skills in resuscitating the newborn
- 13. Assist women in the transition to motherhood
- 14. Perform postnatal and newborn assessment
- 15. Provide care for postnatal mothers and their newborn
- 16. Counsel mothers on postnatal and newborn care
- 17. Perform PPIUCD insertion and removal
- 18. Counsel women on family planning and participate in family welfare services
- 19. Provide youth friendly health services
- 20. Identify, assess, care and refer women affected with gender based violence

SKILL LAB: Procedures/Skills for demonstration and return demonstration:

- 1. Urine pregnancy test
- 2. Calculation of EDD, Obstetrical score, gestational weeks
- 3. Antenatal assessment
- 4. Counseling antenatal mothers
- 5. Micro birth planning
- 6. PV examination
- 7. Monitoring during first stage of labour Plotting and interpretation of partograph
- 8. Preparation for delivery setting up labour room, articles, equipment
- Mechanism of labour normal
- 10. Conduction of normal childbirth with essential newborn care
- 11. Active management of third stage of labour
- 12. Placental examination
- 13. Newborn resuscitation
- 14 Monitoring during fourth stage of labour
- 15. Postnatal assessment

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- 16. Newborn assessment
- 17. Kangaroo mother care
- 18. Family planning counseling
- 19. PPIUCD insertion and removal

CLINICAL POSTINGS (6 weeks \times 40 hours per week = 240 hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and	I week	Perform antenatal assessment	History collection	Antenatal	• OSCE
Antenatal		Perform laboratory tests for antenatal women and assist	 Physical examination 	palpation • Health talk	Case presentation
ward			Obstetric examination		
			Pregnancy confirmation test	Case study	
		in selected antenatal diagnostic procedures	Urine testing		
			Blood testing for Hemoglobin, grouping & typing		
			Blood test for malaria		
			KICK chart		
		Comment	• USG/NST		
		Counsel antenatal women	Antenatal counseling		
			 Preparation for childbirth 		
			Birth preparedness and complication readiness		-
Labour com	3 weeks	Monitor labour using partograph	Assessment of woman in labour	recording PV examination Assisting/	Assignment
ООШ			Partograph		• case study
			Per vaginal examination when indicated		• Case presentation
			Care during first stage of labour		OSCE
		Provide care to women during labour	Pain management techniques	normal	
		January 1400th	Upright and alternative positions in labour	childbirth Case study	
		Conduct normal childbirth,	 Preparation for labour – articles, physical, psychological 	• Case presentation	
		provide care to mother and immediate care of newborn	Conduction of normal childbirth	 Episiotomy and suturing if indicated Newborn 	
			Essential newborn care		
			Newborn resuscitation		
			Active management of third stage of labour	resuscitation	
			Monitoring and care during fourth stage of labour		
ost- irtum		Perform postnatal	Postnatal assessment	Postnatal •	Assignment
inic and estnatal		assessment	 Care of postnatal mothers – normal 	assessment Newborn	Case study
ard cluding		Provide care to normal	Care of normal newborn	assessinen i	Case presentation
'unit		postnatal mothers and		Case study	7

Clinical Area		[# 163	Clinical Requirements	Assessment Methods
		Postnatal counseling	• Case	
	Provide postnatal counseling	 Health teaching on postnatal and 	presentation	
		newborn care	• PPIUCD	
	Provide family welfare services	Family welfare counseling	insertion & removal	

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II

PRACTICUM

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 4 Credits (320 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

- 1. Identify, stabilize and refer antenatal women with complications
- 2. Provide care to antenatal women with complications
- 3. Provide post abortion care& counselling
- 4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
- 5. Demonstrate skills in resuscitating the newborn
- 6. Assist and manage complications during labour
- 7. Identify postnatal and neonatal complications, stabilize and refer them
- 8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
- 9. Provide care for high risk newborn
- 10. Assist in advanced clinical procedures in midwifery and obstetric nursing
- 11. Provide care for women during their non childbearing period
- 12. Assess and care for women with gynecological disorders
- 13. Demonstrate skills in performing and assisting in specific gynecological procedures
- 14. Counsel and care for couples with infertility

SKILL LAB: Procedures/Skills for demonstration and return demonstration.

- 1. Antenatal assessment and identification of complications
- 2. Post abortion care & counseling
- 3. Counseling antenatal women for complication readiness
- 4. Mechanism of labour abnormal
- 5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
- 6. Management of complications during pregnancy/labour/post partum (case studies/simulated scenarios)
- 7. Administration of Inj. Magnesium sulphate
- 8. Starting and maintaining an oxytocin drip for PPH
- 9. Management of PPH Bimanual compression of uterus
- 10. Management of PPH Balloon tamponade
- 11. Instruments used in obstetrics and gynecology
- 12. Visual inspection of cervix with acetic acid
- 13. Cervical biopsy
- 14. Breast examination
- 15. Counseling of infertile couples

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CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)

1	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and	2 weeks	Perform/assist in selected advanced antenatal diagnostic procedures	 Kiek chart, DFMC Assist in NST/CTG/USG Assisting in advanced diagnostic procedures 	Antenatal palpation Health talk Case study	Simulation Case presentation OSCE
antenatal ward		Provide antenatal care for women with complications of pregnancy Counsel antenatal mothers Provide post abortion care and postnatal counselling Provide counselling and support to infertile	 Care of antenatal women with complications in pregnancy Antenatal counselling Preparation for childbirth, Birtl preparedness and complication readiness Post abortion care Post abortion counselling Counselling infertile couples 	1	•
Labour room 2	weeks	Monitor labour using partograph dentify and manage omplications during abour	 Pain management techniques Upright and alternative positions in labour Preparation for labour — articles, physical, psychological Conduction of normal 	during labour Conduction of	 Assignment Case study Case presentation Simulation OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			abnormal deliveries – posterio position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia	ır	
			Assist in cervical encerelage procedures, D&C, D&E		
			Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony		
			Management of obstetric shoel		
Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care	 Postnatal history collection and physical examination Identify postnatal complications 	Health talk Postnatal assessment Newborn assessment	Role playAssignmentCase studyCase presentation
			 Care of postnatal mothers – abnormal deliveries, caesarean section Care of normal newborn Lactation management Postnatal counselling 	 Case studies Case presentation PPIUCD insertion and removal 	SimulationVignettesOSCE
		Provide family welfare services	Health teaching on postnatal and newborn care Family welfare counselling		
Neonatal ntensive Care Juit		Perform assessment of newborn and identify complications/congenital anomalies Perform neonatal resuscitation	 Neonatal assessment – identification of complication, congenital anomalies Observation of newborn Neonatal resuscitation 	Case study Case presentation Assignments	Case presentation Care study Care plan
			 Phototherapy and management of jaundice in newborn Assist in Exchange transfusion Neonatal feeding – spoon and katori, paladaí, NG tube 	Simulated practice	Simulation, VignettesOSCE
	ļr	newborns in ventilator, neubator etc	Care of baby in incubator, ventilator, warmer Infection control in the nursery Neonatal medications		
			Starting IV line for newborn, drug calculation		
bstetric/ 2 ynae peration catre & ynecology		nd obstetric surgeries	Management of retained placenta	obstetric and	Assignment Tray set-up for obstetric and gynecological surgeries

Clinical	Duration	Learning Outcomes	Procedural Competencies/	Clinical	Assessment
Areas	(Weeks)		Clinical Skills	Requirements	Methods
ward		Care for women with gynecological disorders	 Gynecological surgeries Hysterectomy Uterine rupture Care of women with gynecological conditions Health education 	caesarean section • Care plan	Case presentationSimulationVignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING - II

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours) - includes lab hours also

PRACTICUM: Clinical: 2 Credit (160 hours)

DESCRIPTION: This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.

COMPETENCIES: On completion of the course, the students will be able to

- Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
- 2 Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
- 3. Describe the methods of collection and interpretation of demographic data
- 4. Explain population control and its impact on the society and describe the approaches towards limiting family size
- 5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
- 6 Identify health problems of older adults and provide primary care, counseling and supportive health services
- 7. Participate in screening for mental health problems in the community and providing appropriate referral services
- 8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
- 9. Discuss about effective management of health information in community diagnosis and intervention
- 10. Describe the management system of delivery of community health services in rural and urban areas
- 11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
- 12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (IIWCs
- 13 Identify the roles and responsibilities of health team members and explain their job description
- 14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
- 15. Demonstrate skills in proper bio-medical waste management as per protocols
- 16. Explain the roles and functions of various national and international health agencies

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COURSE OUTLINE

T - Theory

Unit Time	Learning	Content	Teaching / Learning	Assessment
(Hrs)	Outcomes		Activities	Methods
	in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System Abdominal pain Nausea and vomiting Diarrhea Constipation Jaundice Gil bleeding Abdominal distension Dysphagia and dyspepsia Aphthous ulcers Respiratory System Acute upper respiratory infections — Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis Acute lower respiratory infections — Bronchitis, pneumonia and bronchial asthma Hemoptysis, Acute chest pain Heart & Blood Common heart diseases — Heart attack/coronary artery disease, heart failure, arrhythmia Blood anemia, blood cancers, bleeding disorders ye & ENT conditions Eye — local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors ENT — Epistaxis, ASOM, sore throat, deafness rinary System Urinary tract infections — cystitis, pyyelonephritis, prostatitis, UTIs in children rst aid in common emergency conditions Review High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, scizures, RTAs, poisoning, drowning and foreign bodies	Lecture Discussion Demonstration Role play Suggested field visits Field practice Assessment of clients with common conditions and provide referral	 Short answer Essay Field visit reports OSCE assessment

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
11	20 (T)	Provide	Reproductive, maternal, newborn, child	• Lecture	Short answe
		reproductive, maternal, newborn	and adolescent Health (Review from OBG Nursing and application in community	Discussion	• Essay
			nd childcare, neluding dolescent care in the setting to the settin	Demonstration	• OSCE
		adolescent care in the urban and rural		Role play	assessment
	health care settings	Antenatal care	Suggested field visits and field		
			Objectives, antenatal visits and examination, nutrition during pregnancy, counseling	practice • Assessment of	
			 Calcium and iron supplementation in pregnancy 	untenatal, postnatal, newborn, infant, preschool child, school child, and	
ĺ			Antenatal care at health centre level	adolescent health	
			Birth preparedness		
			 High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis 		
			Referral, follow up and maintenance of records and reports		
			Intra natal care		
		ļ	Normal labour – process, onset, stages of labour		
		ļ	Monitoring and active management of different stages of labour		
			Care of women after labour		
			Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus		
		•	Care of newborn immediately after birth		
		•	Maintenance of records and reports		
		•	Use of Safe child birth check list		
		•	SBA module - Review		
		•	Organization of labour room		
		P	ostpartum care		
		•	Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling		
			Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression		
		•	Postpartum visit by health care provider		

Unit	Time (Hrs)	707	Content	Teaching / Learning Activities	Assessment Methods
			Newborn and child care		
			• Review: Essential newborn care		
			Management of common neonatal problems	\$	
			 Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral 		
			• Review: IMNCI Module		
			Under five clinics		
			Adolescent Health		
			Common health problems and risk factors in adolescent girls and boys		
			Common Gynecological conditions — dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse		
	İ		Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme		
		Promote adolescent	Youth friendly services:		
		health and youth friendly services	o SRH Service needs		
		and the state of t	client autonomy, respectful care and	 Screen, manage and refer adolescents Counsel adolescents 	
			Counseling for parents and teenagers (BCS – balanced counseling strategy)		
			National Programs		
			RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems		
			Universal Immunization Program (UIP) as per Government of India guidelines – Review		
			Rashtriya Bal Swasthya Karyakaram (RSBK) -children		
			Rashtriya Kishor Swasthya Karyakram (RKSK) – adolscents		
		,	Any other new programs		

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Uni	t Time (Hrs)		Content	Teaching / Learning Activities	Assessment Methods	
***	4 (T)	Discuss the concepts and scope of demography	Demography and vital statistics —	Lecture Discussion Demonstration	Short answer Essay	
				demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex	Role play Suggested field	
			ratio in India, the causes and social implications • Sources of vital statistics – Census,	visits • Field practice		
			registration of vital events, sample registration system • Morbidity and mortality indicators –			
			Definition, calculation and interpretation • Surveillance, Integrated disease			
			surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India	of		
			Collection, analysis, interpretation, use of data			
			Review: Common sampling techniques – random and nonrandom techniques			
IV			Disaggregation of data			
		population control	 Population and its Control Population Explosion and its impact on Social, Economic development of individual, society and country. Population Control – Women Empowerment; Social, Economic and Educational Development Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) Emergency Contraception Counseling in reproductive, sexual health including problems of adolescents Medical Termination of pregnancy and MTP Act National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) Family planning 2020 National Family Welfare Program Role of a nurse in Family Welfare Program 	Role play	 Short answer Essay OSCE assessment Counseling on family planning 	
V	c h o d	azards, eccupational diseases and the	Occupational health hazards Occupational diseases	• Discussion	Essay Short answer Clinical	
	re	ole of nurses in	ESI Act	• Role play	performance	

Unit	Time (Hrs)		Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	National/ State Occupational Health Programs	Suggested field visits	evaluation
			Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	Field practice	
VII	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	Health problems of older adults Management of common geriatric ailment counseling, supportive treatment of older adults Organization of geriatric health services National program for health care of elderly (NPHCE) State level programs/Schemes for older adults Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems Management Health Directors	,	 Visit report or elderly home Essay Short answer
VII		Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	Mental Health Disorders Screening, management, prevention and referral for mental health disorders Review: Depression, anxiety, acute psychosus, Schizophrenia Dementia Suicide Alcohol and substance abuse Drug deaddiction program National Mental Health Program National Mental Health Policy National Mental Health Act Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	 Role play Health counseling on promotion of mental health Suggested field visits Field practice 	 Essay Short answer Counseling report
7111	200 anima - 27	effective management of nealth information n community liagnosis and	Basic Demography and vital statistics Sources of vital statistics	DiscussionDemonstration	Group project report Essay Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			 Collection, analysis, interpretation of data Analysis of data for community needs assessment and preparation of health action plan 	management	
IX	12 (T)	Describe the systen management of delivery of community health services in rural and urban areas	 Management of delivery of community health services: Planning, budgeting and material management of CHC, PHC, SC/HWC Manpower planning as per IPHS standards Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals Defense services Institutional services Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services 	 Lecture Discussion Visits to various health care delivery systems Supervised field practice 	Essay Short answer Filed visit reports
X		Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA Roles and responsibilities of Mid-Level Health Care Providers (MLHPs)	 Discussion Demonstration Role play Suggested field visits Field practice 	Report on interaction with MPHWs, HVs, ASHA, AWWs Participation in training programs Essay Short unswer

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Unit	Time (Hrs)		Content	Teaching / Learning Activities	Assessmen Methods
			o Accounting and book keeping requirement – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reportin	g	
			Preparing a budget		
			♦ Audit		
			Records & Reports:		
			 Concepts of records and reports — importance, legal implications, purposes, use of records, principles of record writing, filing of records 		
			Types of records – community related records, registers, guidelines for maintaining		
			• Report writing – purposes, documentation of activities, types of reports		
			Medical Records Department – functions, filing and retention of medical records		
			Electronic Medical Records (EMR) — capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER		
			Nurses' responsibility in record keeping and reporting		
XI	6 (T)	Demonstrate	Disaster Management	• Lecture	
		preparing	Disaster types and magnitude	 Discussion 	
		themselves and the community for	Disaster preparedness	Demonstration	
		disaster	Emergency preparedness	Role play	
		preparedness and management	Common problems during disasters and methods to overcome	Suggested field visits, and field	
			Basic disaster supplies kit	practice	
			Disaster response including emergency relief measures and Life saving techniques	Mock drills	
			Use disaster management module	Refer Disaster module (NDMA) National Disaster/INC — Reaching out in emergencies	
11		Describe the	Bio-Medical Waste Management		• Field visit
		importance of bio- medical waste management, its process and	Waste collection, segregation,	Discussion • Field visit to waste management site	report
	Г		Waste management in health center/clinics	Same month suc	
			Bio-medical waste management guidelines - 2016, 2018 (Review)		
11		Explain the roles and functions of	Health Agencies	• Lecture	Essay

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
	·	various national and international health agencies	International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other Voluntary Health Association of India (VHA)	Discussion Field visits	Short answer

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	i i	Promote adolescent	management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives	 High risk neonate - 1 Assessment of antenatal - 1, intrapartum - 1, postnatal - 1 and newborn - 1 Conduction of normal delivery at health center and documentation - 2 Immediate newborn care and documentation - 1 Adolescent counseling - 1 	
		health		Family planning counselling –	

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/	Clinical Requirements	Assessment Methods
	•		Clinical Skills		
		Provide family welfare services	Screening, diagnosing, management and referral of clients with occupational health problems	Family case study – 1 (Rural/Urban)	Family Case study evaluation
		Screen, diagnose, manage and refer clients with occupational health problem		Screening, diagnosing,	
		Screen, assess and	Mental health screening	management and referral of clients with occupational health problems – 1	Clinical performance production.
		manage elderly with health problems and refer appropriately	Participation in	Health assessment (Physical & nutritional) of elderly – 1	evaluation
		Screen, diagnose, manage and refer clients who are mentally unhealthy	Community diagnosis – data management	Mental health screening survey - 1	• OSCE
		Participate in community diagnosis — data management	Writing health center activity report	Group project: Community	
		Participate in health	 Organizing and conducting clinics/camp 	diagnosis – data management	
			 Participation in disaster mock drills 	Write report on health center activities – 1	• Project
	ŀ	Organize and conduct clinics/health camps in the community		Organizing and conducting Antenatal/under-five clinic/Health camp = 1	evaluation
		Prepare for disaster preparedness and management		Participation in disaster mock drills	
	j	Recognize the mportance and observe he biomedical waste management process		Field visit to bio-medical waste management site	
				Visit to AYUSH clinic	

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

DESCRIPTION: The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

COMPETENCIES: On completion of the course, students will be competent to

- 1. Identify research priority areas
- 2. Formulate research questions/problem statement/hypotheses
- 3. Review related literature on selected research problem and prepare annotated bibliography
- 4. Prepare sample data collection tool
- 5. Analyze and interpret the given data
- 6. Practice computing, descriptive statistics and correlation
- 7 Draw figures and types of graphs on given select data
- 8. Develop a research proposal
- 9. Plan and conduct a group/individual research project

COURSE OUTLINE

T - Theory, P - Practicum

Unit	T	ime (Hrs.)	Learning	Content	Teaching/ Learning	Assessment
	T	P	Outcomes		Activities	Methods
1	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	Definition of Research & nursing research	 Lecture cum Discussion Narrate steps of research process followed from examples of published studies Identify research priorities on a given area/ specialty List examples of Evidence Based Practice 	 Short answer Objective type
II	2	8	objectives	Research Problem/Question Identification of problem area Problem statement Criteria of a good research problem Writing objectives and hypotheses	Discussion Exercise on writing	 Short answer Objective type Formulation of research questions/objectives/hypothesis

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Uni	t T	ime (Hrs.)	Learning	Content	Teaching/ Learning	Assessment
	T	P	Outcomes		Activities	Methods
Ш	2	6	Review the related literature	Review of Literature Location Sources On line search, CINHAL, COCHRANE etc. Purposes Method of review	 Lecture cum Discussion Exercise on reviewing one research report/ article for a selected research problem Prepare annotated Bibliography 	Short answer Objective type Assessment of review of literature on given topic presented
IV	4	1	Describe the Research approaches and designs	Research Approaches and Designs Historical, survey and experimental Qualitative and Quantitative designs	Discoursion	
V	Ó	6	Describe the methods of data collection	 Sampling and data Collection Definition of Population, Sample Sampling criteria, factors influencing sampling process, types of sampling techniques Data – why, what, from whom, when and where to collect Data collection methods and instruments Methods of data collection Questioning, interviewing Observations, record analysis and measurement Types of instruments, Validity & Reliability of the Instrument Research ethics Pilot study Data collection procedure 	 Lecture cum Discussion Reading assignment on examples of data collection tools Preparation of sample data collection tool Conduct group research project 	Short answer Objective type Developing questionnaire/ Interview Schedule/ Checklist
VI	***	6	Analyze. Interpret and summarize the research data	Compilation, Tabulation,	Discussion • Preparation of	Short answerObjective typeAnalyze and interpret given data
VII	12	8	of statistics.	Definition, use of statistics, scales	Discussion Practice on	Short answer Objective type Computation of

Unit	Ti	me (Hrs.)	Learning	Content	Teaching/ Learning	Assessment
	Т	P	Outcomes		Activities	Methods
			mearous or	 Frequency distribution and graphical presentation of data Mean, Median, Mode, Standard deviation Normal Probability and tests of significance Co-efficient of correlation Statistical packages and its application 	graphical presentations • Practice on computation of measures of central tendency, variability & correlation	descriptive statistics
VIII	4	40 Hrs (Clinical Project)		Communication and utilization of Research Communication of research findings Verbal report Writing research report Writing scientific article/paper Critical review of published research including publication ethics Utilization of research findings Conducting group research project	 Lecture cum Discussion Read/ Presentations of a sample published/ unpublished research report Plan, conduct and Write individual/group research project 	 Short answer Objective type Oral Presentation Development of research proposal Assessment of research Project

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II including Safe Delivery App Module

PLACEMENT: VII SEMESTER THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 Hours) Clinical: 4 Credits (320 Hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

COMPETENCIES: On completion of the course, the students will be able to

- 1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
- 2. Demonstrate competency in identifying deviation from normal pregnancy.
- 3. Describe the assessment, initial management, referral and nursing care of women with high risk labour,
- 4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
- Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
- 6. Demonstrate competency in the initial management of complications during the postnatal period.
- 7. Demonstrate competency in providing care for high risk newborn.
- 8. Apply nursing process in earing for high risk women and their families.
- 9. Describe the assessment and management of women with gynecological disorders.

- 10. Demonstrate skills in performing and assisting in specific gynecological procedures.
- 11. Describe the drugs used in obstetrics and gynecology.
- 12. Counsel and care for couples with infertility.
- 13. Describe artificial reproductive technology.

COURSE OUTLINE

T - Theory, SL/L - Skill Lab, C - Clinical

Unit	Time Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	12 (T) 10 (L) 80 (C) Support women with complicated pregnancy and facilitate safe and positive birthing outcome	 Assessment of high-risk pregnancy Problems/Complications of Pregnancy Hyper-emesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole Unintended or mistimed pregnancy 	 Lecture Discussion Demonstration Video & films Scan reports Case discussion Case presentation Drug presentation Health talk Simulation Role play Supervised Clinical practice WHO midwifery toolkit Gol guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM 	 Essay Short answer Objective type Assessment of skills with check list OSCE

Uni	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessmen Methods
			Drugs used in management of high-risk pregnancies		
			Maintenance of records and reports		
	15 (L)		Recognition and management of abnormal labour Preterm labour – Prevention and management of preterm labour; (Use of	 Drug presentation Supervised clinical practice WHO midwifery toolkit Gol guidelines – use of uterotonics during labour, antenatal corticosteroids Gol guidance note on prevention and management of PPH 	Essay Short answer Objective typ Assessment of skills with cheek list OSCE
1	5 (L) as	sessment, initial	postnatal problems Physical examination, identification of	Demonstration •	Quiz Simulation
	nu we ab	irsing care of	deviation from normal Puerperal complications and its	presentation	Short answer OSCE
		TOWN AND A PARTY.	o Puerperal pyrexia o Puerperal sepsis	Supervised clinical practice	

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Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Urinary complications		
			o Secondary Postpartum hemorrhage		
			o Vulval hematoma		
			o Breast engorgement including mastitis/breast abscess, feeding problem		
			o Thrombophlebitis		
			o DVT		
			o Uterine sub involution		
			o Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF)		
			o Postpartum depression/psychosis		
			 Drugs used in abnormal puerperium 		
			Policy about referral		
IV	7 (T) 5 (L)	Describe high risk neonates and their	Assessment and management of High- risk newborn (Review)	Lecture Discussion	Short answerObjective type
	40 (C)	nursing management	Models of newborn care in India – NBCC; SNCUs	Demonstration	Assessment of
			Screening of high-risk newborn	• Simulation	skills with check list
			Protocols, levels of neonatal care, infection control	Case discussion/ presentation	• OSCE
			Prematurity, Post-maturity	Drug presentation	
			Low birth weight	Supervised Clinical	
			Kangaroo Mother Care	practice	
			Birth asphyxia/Hypoxic encephalopathy	Integrated Management of	
			Neonatal sepsis	Neonatal Childhood Illnesses (IMNCI)	
			Hypothermia	Timesoes (timesty	
			Respiratory distress		
			Jaundice		
			 Neonatal infections 		
			High fever		
			 Convulsions 		
			Neonatal tetanus		
			Congenital anomalies		
			Baby of HIV positive mothers		
			Baby of Rh negative mothers		
			Birth injuries		
			SIDS (Sudden Infant Death Syndrome) prevention, Compassionate eare		
			Calculation of fluid requirements, EBM/formula feeds/tube feeding		
			Home based newborn care program -		

Unit	Time	Learning Outcomes	Content	Teaching/Learning Activities	Assessment
	(Hrs.)	3,310,711,00		Activities	Methods
			community facility integration in newborn care		
			Decision making about management and referral		
			Bereavement counseling		
			Drugs used for high risk newborns		
			Maintenance of records and reports		
V	12 (T) 5 (L)	Describe the assessment and	Assessment and management of women with gynecological disorders	• Lecture	• Essay
	80 (C)	management of women with	Gynecological assessment – History and Physical assessment	DiscussionDemonstration	Short answerObjective type
		gynecological disorders.	Breast Self-Examination	Case discussion/	Assessment of
			Congenital abnormalities of female	presentation	skills with check list
			reproductive system	 Drug presentation 	• OSCE
			Etiology, pathophysiology, clinical	• Videos, films	OSCE:
			manifestations, diagnosis, treatment modalities and management of women	 Simulated practice 	
			with	 Supervised Clinical practice 	
			o Menstrual abnormalities	 Visit to infertility 	
			o Abnormal uterine bleed	clinic and ART	
			o Pelvic inflammatory disease	centers	
			o Infections of the reproductive tract		
ĺ			O Uterine displacement Endometriosis		
			o Uterine and cervical fibroids and		
			polyps		
			o Tumors – uterine, cervical, ovarian, vaginal, vulval		
			○ Cysts – ovarian, vulval		
			Cystocele, urethrocele, rectocele		
			o Genitor-urinary fistulas		
			o Breast disorders – infections, deformities, cysts, tumors		
			o HPV vaccination		
			o Disorders of Puberty and menopause		
			o Hormonal replacement therapy		
			Assessment and management of couples with infertility		
			Infertifity – definition, causes		
			o Counseling the infertile couple		
			o Investigations – male and female		
			Artificial reproductive technology		
			o Surrogacy, sperm and ovum donation, cryopreservation		

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Adoption – counseling, procedures Injuries and Trauma; Sexual violence Drugs used in treatment of gynaecological disorders		***************************************

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING - I LIST OF APPENDICES

- 1. Internal Assessment: Distribution of marks
- 2. Internal Assessment guidelines
- 3. University Theory paper Question pattern and Practical examination

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Internal Marks
	Theory			
1	Communicative English	1()	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundations I	10	15	25
	Practical			
5	Nursing Foundations I	10	15	25

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory	230400		
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundations II including First Aid I & II	10	15	25 I & II = 25+25 = 50/2
	Health/Nursing Informatics & Technology	10	15	25
	Practical			
	Nursing Foundations II I & II	10	15	25 1 & II = 25+25 = 50

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HI SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams — Theory/Practical	Total Marks
	Theory			
J	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	Practical			
4	Adult Health Nursing I	20	30	5()

IV SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			and the state of t
1	Pharmacology II & Pathology II I & II	10	15	25 1 & 11 = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	Practical			
4	Adult Health Nursing II	20	30	50

V SEMESTER

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	Theory			
ı	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	1()	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	Practical			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

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VISEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	Practical			
	Child Health Nursing II I & II	10	15	25 1 & II = 25+25 = 50
	Mental Health Nursing II I & II	10	15	25 1 & H = 25+25 = 50
	Midwifery/Obstetries and Gynecology (OBG) Nursing I	10	15	25

VII SEMESTER

S.No.	Course	Continuous assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing II	10	15	25
	1 & 11		į	1 & II = 25+25 = 50/2
	Practical			
4	Community Health Nursing II	20	30	50
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing II	10	15	25
····	1&11			1 & II = 25+25 = 50

VIII SEMESTER (Internship)

S.No.	Course	Continuous performance evaluation	OSCE	Total Marks
	Competency assessment – 5 specialties × 20 marks	Each specialty -10 $5 \times 10 = 50$ marks	Each specialty ~ 10 5×10 = 50 marks	100

APPENDIX 2

INTERNAL ASSESSMENT GUIDELINES

THEORY

- I. CONTINUOUS ASSESSMENT: 10 marks
 - Attendance 2 marks (95-100%; 2 marks, 90-94; 1.5 marks, 85-89; 1 mark, 80-84; 0.5 mark, <80; 0)
 - 2. Written assignments (Two) 10 marks
 - Seminar/microteaching/individual presentation (Two) 12 marks
 - 4. Group project/work/report 6 marks

Total = 30/3 = 10

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

 $MCQ - 4 \times 1 = 4$

Essay $-1 \times 10 = 10$

 $Short - 2 \times 5 = 10$

Very Short $-3 \times 2 = 6$

 $30 \text{ marks} \times 2 = 60/4 = 15$

PRACTICAL

- L CONTINUOUS ASSESSMENT: 10 marks
 - 1. Attendance 2 marks (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
 - 2. Clinical assignments 10 marks

(Clinical presentation -3, drug presentation & report -2, case study report -5)

- Continuous evaluation of clinical performance 10 marks
- 4. End of posting OSCE 5 marks
- 5. Completion of procedures and clinical requirements 3 marks

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE - 10 marks (2-3 hours)

DOP - 20 marks (4-5 hours)

{DOP - Directly observed practical in the clinical setting}

Total = 30/2 = 15

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation -10×5 specialty = 50 marks

 $OSCE = 10 \times 5$ specialty = 50 marks

Total = 5 specialty \times 20 marks = 100

APPENDIX 3

I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

- 1. Section A 37 marks and Section B 38 marks
 - a. Applied Anatomy & Applied Physiology: Applied Anatomy Section A and Applied Physiology Section B,
 - Applied Sociology & Applied Psychology: Applied Sociology Section A and Applied Psychology Section B
 - Applied Microbiology & Infection Control including Safety: Applied Microbiology Section A and Infection Control including Safety – Section B

Section A (37 marks)

$$MCQ - 6 \times 1 = 6$$

Essay
$$-1 \times 10 = 10$$

Short
$$-3 \times 5 = 15$$

Very Short
$$-3 \times 2 = 6$$

Section B (38 marks)

$$MCQ - 7 \times 1 = 7$$

Essay
$$-1 \times 10 = 10$$

Short
$$-3 \times 5 = 15$$

Very Short
$$-3 \times 2 = 6$$

2. Section A - 25 marks and Section B - 50 marks

Applied Biochemistry & Nutrition & Dietetics: Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

Section A (25 marks)

$$MCQ - 4 \times 1 = 4$$

Short
$$-3 \times 5 = 15$$

Very Short
$$-3 \times 2 = 6$$

Section B (50 marks)

$$MCQ - 8 \times 1 = 8$$

Essay/situation type
$$-1 \times 10 = 10$$

$$Short - 4 \times 5 = 20$$

Very Short
$$-6 \times 2 = 12$$

3. Section A - 38 marks, Section B - 25 marks and Section C - 12 marks

Pharmacology, Pathology and Genetics: Pharmacology – Section A, Pathology – Section B and Genetics – Section C

Section A (38 marks)

$$MCQ - 7 \times 1 = 7$$

Essay
$$-1 \times 10 = 10$$

Short
$$-3 \times 5 = 15$$

Very Short $-3 \times 2 = 6$

Section B (25 marks)

$$MCQ - 4 \times 1 = 4$$

$$Short - 3 \times 5 = 15$$

Very Short
$$-3 \times 2 = 6$$

Section C (12 marks)

$$MCO - 3 \times 1 = 3$$

Short
$$-1 \times 5 = 5$$

Very Short
$$-2 \times 2 = 4$$

4. Section A - 55 marks and Section B - 20 marks

Research and Statistics: Research - Section A and Statistics - Section B

Section A (55 marks)

$$MCQ - 9 \times 1 = 9$$

Essay/situation type $-2 \times 15 = 30$

$$Short - 2 \times 5 = 10$$

Very Short
$$-3 \times 2 = 6$$

Section B (20 marks)

$$MCQ - 4 \times 1 = 4$$

$$Short - 2 \times 5 = 10$$

Very Short
$$-3 \times 2 = 6$$

5. Marks 75 (For all other university exams with 75 marks)

$$MCQ - 12 \times 1 = 12$$

Essay/situation type
$$-2 \times 15 = 30$$

Short
$$-5 \times 5 = 25$$

Very Short
$$-4 \times 2 = 8$$

6. College Exam (End of Semester) -50 marks (50/2 = 25 marks)

$$MCQ - 8 \times 1 = 8$$

Essay/situation type
$$-1 \times 10 = 10$$

Short
$$-4 \times 5 = 20$$

Very Short
$$-6 \times 2 = 12$$

II. UNIVERSITY PRACTICAL EXAMINATION - 50 marks

OSCE - 15 marks

DOP - 35 marks

III. COMPETENCY ASSESSMENT - University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty $5 \times 20 = 100$ marks

Total of 5 Examiners: external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.

Clinical Logbook for B.Sc. Nursing Program (Procedural Competencies/Skills)

I & II SEMESTER

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes	DA	TE	Signature of the
			procedures A/O	Skill Lab/ Simulation Lab	Clinical Area	- Tutor/Faculty
		I SEMI	ESTER			
1	Communication and Documenta	tion				
Į	Maintaining Communication and interpersonal relationship with patient and families					
2	Verbal Report		····		*****	
3	Recording/Documentation of patient care (Written Report)					
II	Monitoring Vital Signs	L		L	***************************************	
	Temperatur e					
4	Oral					
5	Axillary					
6	Rectal					······································
7	Tympanic					
	Pulse					
8	Radial					
9	Apical					
10	Respiration					
11	Blood Pressure					t-
111	Hot & Cold Application					
12	Cold Compress					
13	Hot Compress					77
14	Ice Cap					
15	Tepid sponge					
IV	Health Assessment (Basic – First y	ear level)				
16	Health History					
17	Physical Assessment – General & system wise					
18	Documentation of findings					
	Infection Control in Clinical Settings					

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S.No.	Procedural Competencies/Skills	Performs independently	Assists/	DA	TE	Signature of th
		mucpendentry	Observes procedures A/O	Skill Lab/ Simulation Lab	Clinical Area	- Tutor/Faculty
19	Hand hygiene (Hand washing & Hand rub)					
20	Use of personal and protective equipment					
VI	Comfort			<u> </u>		
21	Open Bed					
22	Occupied Bed					
23	Post-operative Bed		····			
24	Supine Position					
25	Fowler's Position					
26	Lateral Position				····	
27	Prone Position					
28	Semi Prone Position					
29	Trendelenburg Position					
30	Lithotomy Position				***************************************	***************************************
31	Changing Position of helpless patient (Moving/Turning/ Logrolling)					
32	Cardiac table/Over-bed table					
33	Back Rest					
34	Bed Cradle					
35	Pain Assessment (Initial & Reassessment)					
VII	Safety				J.	
36	Side raíl					
37	Restraint (Physical)					
38	Fall risk assessment & post fall assessment					
VIII	Admission & Discharge					
39	Admission					
40	Discharge					A. I. I. I. I. I. I. I. I. I. I. I. I. I.
41	Transfer (within hospital)					
IX	Mobility			<u> </u>		TIMAMAUTIN
42	Ambulation					
43	Transferring patient from & to					

S.No.	. Procedural Competencies/Skills	Performs independently	Assists/ Observes	DA	TE	Signature of the
			procedures A/O	Skill Lab/ Simulation Lab	Clinical Area	Tutor/Faculty
	bed & wheelchair					
44	Transferring patient from & to bed & stretcher					
45	Range of Motion Exercises (ROM)					
X	Patient Education					
46	Individual Patient Teaching					
		II SEMI	ESTER			
XI	Hygiene					
47	Sponge bath/Bed bath					
48	Pressure Injury Assessment					
49	Skin care and care of pressure points					
50	Oral hygiene					
51	Hair wash					
5.2	Pediculosis treatment					
53	Perineal Care/Meatal care					
54	Urinary Catheter care					
XII	Nursing Process-Basic level					
55	Assessment and formulating nursing diagnosis					
56	Planning the nursing Care					
57	Implementation of Care					
58	Evaluation of Carc (Reassessment & Modification)					
XIII	Nutrition & Fluid Balance					
59	24 Hours Dietary Recall					
60	Planning Well balanced diet					
61	Making fluid plan					
62	Preparation of nasogastric tube feed					
63	Nasogastric tube feeding					
64	Maintaining intake & output chart					
65	Intra Venous Infusion Plan					
άV	Elimination	<u></u>				

S.No.	Procedural Competencies/Skills	Performs independently	Assists/	DA	TE	Signature of the
			Observes procedures A/O	Skill Lab/ Simulation Lab	Clinical Area	Tutor/Faculty
66	Providing Bedpan					
67	Providing Urinal					
68	Enema					
69	Bowel Wash		<u> </u>			
XV	Diagnostic Tests-Specimen collec	tion				
70	Urine Specimen for Routine Analysis					
71	Urine Specimen for Culture					
72	Timed urine specimen collection					
73	Feces specimen for routine					
74	Sputum Culture					· · · · · · · · · · · · · · · · · · ·
	Urine Testing					
75	Ketone					
76	Albumin					
77	Reaction					
78	Specific Gravity					
XVI	Oxygenation Needs/Promoting Re	spiration				
79	Deep Breathing & Coughing Exercises					
80	Steam inhalation					
81	Oxygen administration using face mask					
82	Oxygen administration using nasal prongs					
CVII	Medication Administration					
83	Oral Medications					
84	Intramuscular					
85	Subcutaneous					
86	Rectal Suppositories					
VIII	Death and Dying					
87	Death care/Last Office					
ÜΧ	First Aid and Emergencies					
	Bandages & Binders					
88	Circular					

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S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes	DA	TE	Signature of the Tutor/Faculty
			procedures A/O	Skill Lab/ Simulation Lab	Clinical Area	
89	Spiral	· · · · · · · · · · · · · · · · · · ·				
90	Reverse Spiral					
91	Recurrent					
92	Spica					
93	Figure of eight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	Arm Sling					
99	Abdominal Binder			· ·		
100	Basic CPR (first aid module)					

III & IV SEMESTER

S.No.	Specific Procedural Competencies/Skills	Performs independently	independently Observes Procedures	DAT	E	Signature of the
				Skill Lab/Simulation Lab	Clinical Area	Faculty
Anna San		III SE	MESTER			
I	MEDICAL	mana da sa salahin kalamati da Tar				
	Intravenous therapy					
1	IV cannulation					
2	IV maintenance & monitoring					
3	Administration of IV medication					
4	Care of patient with Central					
	Preparation, assisting, and after ca	are of patients und	dergoing diagn	ostic procedures		
5	Thoracentesis					
6	Abdominal paracentesis					
	Respiratory therapies and monitor	ing				
7	Administration of oxygen using venturi mask					
8	Nebulization					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/	DATI	E	Signature of the
		independently	Observes Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
9	Chest physiotherapy					
10	Postural drainage					
11	Oropharyngeal suctioning					
12	Care of patient with chest drainage					
	Planning therapeutic diet		***************************************			<u> </u>
13	High protein diet					
14	Diabetic diet					
15	Performing and monitoring GRBS					
16	Insulin administration					
11	SURGICAL		1			
17	Pre-Operative care					
18	Immediate Post-operative care		***************************************			
19	Post-operative exercise					
20	Pain assessment and management					
	Assisting diagnostic procedures at	nd after care of pa	tients undergo	ing		
21	Colonoscopy					
22	ERCP					17771
23	Endoscopy					
24	Liver Biopsy					
25	Nasogastric aspiration					
26	Gastrostomy/Jejunostomy feeds					
27	Heostomy/Colostomy care					
28	Surgical dressing					
29	Suture removal					
30	Surgical soak					NAME: THE PARTY OF
31	Sitz bath					
32	Care of drain					
111	CARDIOLOGY					
33	Cardiac monitoring					
34	Recording and interpreting ECG					
35	Arterial blood gas analysis –					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
			Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	- 1 utor/ Faculty
	interpretation					
36	Administration of cardiac drugs					
37	Preparation and after care of patients undergoing cardiac Catheterization		***			
38	Performing BCLS					
	Collection of blood sample for					
39	Blood grouping/cross matching					
40	Blood sugar					
41	Serum electrolytes				- w	
42	Assisting with blood transfusion					
43	Assisting for bone marrow aspiration					
44 .	Application of antiembolism stockings (TED hose)					
45	Application/maintenance of sequential Compression Device					
IV	DERMATOLOGY					
	Application of topical medication					
47	Intradermal injection-Skin allergy testing					
48	Medicated bath					
V	COMMUNICABLE					
ľ	Intradermal injection-BCG and Tuberculin skin Test or Mantoux test					
	Barrier nursing & Reverse barrier nursing					
* 4. TH	Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
VI ?	MUSCULOSKELETAL	<u> </u>			L	75444
	Preparation of patient with Myclogram/CT/MRI					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DATI	E	Signature of th
	,		Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Fáculty
53	Assisting with application & removal of POP/Cast					
54	Preparation, assisting and after care of patient with Skin traction/skeletal traction					
55	Care of orthotics					
56	Muscle strengthening exercises				· · · · · · · · · · · · · · · · · · ·	
57	Crutch walking					
58	Rehabilitation					
VII	OR	<u> </u>				
59	Position and draping		***************************************			
60	Preparation of operation table					
61	Set up of trolley with instrument					
62	Assisting in major and minor operation					
63	Disinfection and sterilization of equipment				<u> </u>	
64	Scrubbing procedures – Gowning, masking and gloving					
65	Intra operative monitoring					
		IV SEN	4ESTER			The state of the s
I	ENT				Pilipi Branda a cind	
1	History taking and examination of car, nose & throat					
2	Application of bandages to					·····
	Ear & Nose	-				
3	Tracheostomy care					
	Preparation of patient, assisting an	nd monitoring of p	atients underge	oing diagnostic pre	ocedures	
4	Auditory screening tests					
5	Audiometric tests					
	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patients undergoing ENT surgical					
	procedures					İ

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
	oompetentes/gams		Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	- Tutor/ Faculty
	medication					
11	EYE			<u> </u>		
9	History taking and					
	examination of eyes and interpretation					
	Assisting procedures					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests				·	
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eye drops/medication					
15	Eye irrigation					10-31-14-14
16	Application of eye bandage					· · · · · · · · · · · · · · · · · · ·
17	Assisting with foreign body removal					
Ш	NEPHROLOGY & UROLOGY					
18	Assessment of kidney and urinary system					
	History taking and physical examination					
	Testicular self-examination					
	Digital rectal exam					
	Preparation and assisting with diag	gnostic and therap	veutic procedui	res		
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – Semen analysis, gonorrhea test					
26	Catheterization care					
27	Bladder irrigation					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of th
		, and control of the	Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
IV	BURNS & RECONSTRUCTIV	E SURGERY				
30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skin care					
34	Care of Burn wounds o Bathing o Dressing					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	History taking, neurological Examination – Use of Glasgow coma scale					-
39	Continuous monitoring the patients					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
4	Care of patient undergoing neurosurgery including rehabilitation					
VI	IMMUNOLOGY	<u> </u>				
	History taking and Physical examination					
	Immunological status assessment and interpretation of specific test (e.g. HIV)					
	Care of patient with low immunity					
VII	ONCOLOGY					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DATI	Signature of the	
			Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Faculty
45	History taking & physical examination of cancer patients					
46	Screening for common cancers – TNM classification					
	Preparation, assisting and after c	1 are patients under	going diagnos	tic procedures		
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
	Preparation of patients and assist	ing with various n	nodalities of tre	eatment		1
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy		***************************************			
52	Gene therapy/any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
VIII	EMERGENCY					
55	Practicing 'triage'					
56	Primary and secondary survey in emergency					
İ	Examination, investigations & their interpretations, in emergency & disaster situations					
	Emergency care of medical and traumatic injury patients					
]!	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
1	Counseling the patient and family n dealing with grieving & percavement					
IX (CRITICAL CARE					
	Assessment of critically ill patients	3,000				
63	Assisting with arterial puncture					
64 A	Assisting with ET tube intubation & extubation					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/	DAT	E	Signature of the Tutor/ Faculty
			Observes Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	
65	ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes and settings and care of patient on ventilator					
67	Setting up of trolley with instruments					117.11
68	Monitoring and maintenance of Chest drainage system					
69	Bag and mask ventilation					
70	Assisting with starting and maintenance of Central and peripheral lines invasive					
71	Setting up of infusion pump, and defibrillator					
72	Administration of drugs via infusion, intracardiac, intrathecal, epidural					
73	Monitoring and maintenance of pacemaker					
74	ICU care bundle					
75	Management of the dying patient in the ICU					
X	Geriatric					
	History taking and Assessment of Geriatric patient					***************************************
77	Geriatric counseling					
	Comprehensive Health assessment (adult) after module completion					
	V & VI SEM	ESTER – CHIL	D HEALTH N	URSING I & II		
ı	PEDIATRIC MEDICAL & SURG	GICAL				
	Health assessment – Taking history	& Physical exam	ination and nu	tritional assessmer	nt of	
ì	Neonate					
2	Infant					
3	Foddler					
4	Preschooler					
5	Schooler			<u> </u>		······································

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of th	
	Competences/Skins		Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	- Tutor/ Faculty	
6	Adolescent						
	Administration of medication/fluid	ds – Calculation, j	reparation an	l dadministration o	f medication	1	
7	Oral						
8	I/M						
9	I/V						
10	Intradermal		-544			- 1.1	
11	Subcutaneous						
12	Calculation of fluid requirements						
13	Preparation of different strengths of I/V fluids					THE STATE OF THE S	
14	Administration of IV fluids						
15	Application of restraints		**				
	Administration of O_2 inhalation by	different methods	3				
16	Nasal Catheter/Nasal Prong						
17	Mask						
18	Oxygen hood			· · · · · · · · · · · · · · · · · · ·			
19	Baby bath/sponge bath						
20	Feeding children by Katori & spoon/paladai, cup					YALL STATE	
	Collection of specimens for commo	n investigations					
21	Urine					· · · · · · · · · · · · · · · · · · ·	
22	Stool						
23	Blood						
24	Assisting with common diagnostic procedures						
ĺ	(Lumbar puncture, bone marrow aspiration)						
	Health education to mothers/parent.	s – Topics					
	Prevention and management of Malnutrition						
c	Prevention and management of liarrhea (Oral rehydration herapy)						
27 I	Feeding & Complementary ceding						

S.No.	Specific Procedural Competencies/Skills	Performs independently I	Assists/ Observes	DAT	Έ	Signature of the	
			Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty	
28	Immunization schedule						
29	Play therapy		<u> </u>				
30	Conduct individual and group play therapy sessions						
31	Prevention of accidents						
32	Bowel wash						
33	Administration of suppositories						
	Care for ostomies:						
34	Colostomy Irrigation						
35	Ureterostomy					****	
36	Gastrostomy						
37	Enterostomy						
38	Urinary catheterization & drainage						
	Feeding			L			
39	Naso-gastric						
40	Gastrostomy						
41	Jejunostomy						
	Care of surgical wounds		L				
42	Dressing						
43	Suture removal						
II	PEDIATRIC OPD/IMMUNIZA	TION ROOM					
***************************************	Growth and Developmental assess,	ment of children					
44	Infant						
45	Toddler						
46	Preschooler					·····	
47	Schooler						
48	Adolescent						
49	Administration of vaccination						
50	Health/Nutritional education						
111	NICCU/PICU		,				
51	Assessment of newborn						
52	Care of preterm/LBW newborn						

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
			Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Faculty
53	Kangaroo care					*
54	Neonatal resuscitation					
55	Assisting in neonatal diagnostic procedures					
56	Feeding of high risk newborn – EBM (spoon/paladai)					
57	Insertion/removal/feeding – Naso/oro-gastric tube					
58	Administration of medication – oral/parenteral					
59	Neonatal drug calculation					
60	Assisting in exchange transfusion					
61	Organizing different levels of neonatal care			N		
62	Care of a child on ventilator/ CPAP					
63	Endotracheal Suction					
64	Chest Physiotherapy					
65	Administration of fluids with infusion pumps					
66	Total Parenteral Nutrition					
67	Recording & reporting					
68	Cardiopulmonary Resuscitation – PLS					
. 1		STER - MENT	AL HEALTH	NURSING 1 & 1		
	PSCHIATRY OPD					
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
	Observing & assisting in therapies					
	Individual and group psycho educat	ion		<u> </u>		
	Mental hygiene practice education					
7	Family psycho-education					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of th
		,	Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
	CHILD GUIDANCE CLINIC	<u> </u>		1		<u> </u>
8	History Taking & mental status examination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting in various therapies		***************************************			
11	Parental teaching for child with mental deficiency			111		
**** A T. ******************************	IN-PATIENT WARD					
12	History taking					
13	Mental status examination (MSE)					
14	Neurological examination					
15	Assisting in psychometric assessment					7400
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-convulsive Therapy (ECT)					-
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					
21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
	COMMUNITY PSYCHIATRY &	: DEADDICTIO	N CENTRE			
23	Conducting home visit and case work					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of Mental Health camp					
26	Conducting awareness meetings for mental health & mental illness					
- 1	Counseling and Teaching family members, patients and community				-	
28	Observation of deaddiction care					

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S.No	. Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
	Competencesorus		Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
	V SEMES INCLUDING EN	TER – COMMI NVIRONMENT	NITY HEAL AL SCIENCE	TH NURSING I & EPIDEMIOI	.OGY	
I	Interviewing skills (using communication and interpersonal skills)					
2	Conducting community needs assessment/survey					
3	Observation skills					
4	Nutritional assessment skills					
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion					
6	BCC (Behaviour change communication) skills					
7	Health assessment including nutritional assessment-different age groups					
	Children under five					
	Adolescent					
	Woman	3				
8	Investigating an epidemic – Community health survey					
9	Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc.					
10	Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school health programs					
	V SEMESTER - EDUC	ATIONAL TEC	HNOLOGY/	NURSING EDUC	ATION	
1	Writing learning outcomes					
2	Preparation of lesson plan					
3	Practice Teaching/ Microteaching					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	Ě	Signature of th
			Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Faculty
4	Preparation of teaching aids/ media					
	Preparation of assessment tools	<u> </u>		1	<u> </u>	
5	Construction of MCQ tests					
6	Preparation of observation checklist					
	VI SEMESTEI	R – NURSING N	IANAGEMEN	T & LEADERS	HIP	
	Hospital and Nursing Service De	epartment				
ı	Preparation of organogram (hospital/nursing department)					
2	Calculation of staffing requirements for a nursing unit/ward					
3	Formulation of Job description of nursing officer (staff nurse)					
4	Preparation of Patient assignment plan				***************************************	
5	Preparation of duty roster for staff/students at different levels					
6	Preparation of logbook/MMF for specific equipment/ materials					
7	Participation in Inventory control and daily record keeping					***************************************
8	Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluation of nursing staff					
10	Participate in conducting inservice education for the staff					
	College & Hostel		<u>L</u>		L_	
11	Preparation of organogram of college					
	Formulation of job description for tutor					
	Participation in performance appraisal of tutor					
	Preparation of Master plan, time- table and clinical rotation					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/	DAT	E	Signature of the
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Observes Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
15	Preparation of student anecdotes	-				
16	Participation in clinical evaluation of students					
17	Participation in planning and conducting practical examination OSCE – end of posting					
	VI & VII SEMESTER – MIDWIF	ERY/OBSTETI	RICS AND GY	NECOLOGY (C)BG) NURS	ING L& II
I	ANTENATAL CARE			_ASSESS_SERVES		
	Health assessment of antenatal v	voman		W. 1.1.		· · · · · · · · · · · · · · · · · · ·
1	History Taking including obstetrical score, Calculation of EDD, gestational age					
2	Physical examination: head to foot					·
3	Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler)					
	Diagnostic tests					
4	Urine pregnancy test/card test					C
5	Estimation of hemoglobin using Sahle's hemoglobinometer					
6	Advice/assist in HIV/HBsAg/ VDRL testing					
7	Preparation of peripheral smear for malaria					
8	Urine testing for albumin and sugar					
9	Preparation of mother for USG					
	Kick chart/DFMC (Daily Fetal and Maternal Chart)					
	Preparation and recording of CTG/NST					
	Antenatal counseling for each trimester including birth preparedness and complication readiness					
	Childbirth preparation classes for couples/family					
14	Administration of Td/TT					
	Prescription of iron & folic acid and calcium tablets					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
	Competences/Orins	пасрениенну	Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
11	INTRANATAL CARE					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG			<u> </u>		
19	Vaginal examination during labour including Clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing					
	room/delivery unit and					
	newborn corner/care area					
23	Pain management during labour- non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions/evidence based					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management (AMTSL)					
28	Examination of placenta					
29						
29	Care during fourth stage of labour					
	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
Ш	POSTNATAL CARE				<u> </u>	
32	Postnatal assessment and care					
33	Perineal/episiotomy care					
34	Breast care					
35	Postnatal counseling-diet, exercise & breast feeding					

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S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT	E	Signature of the
	Competences		Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
36	Preparation for discharge					
IV	NEWBORN CARE			·		
37	Assessment of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					The state of the s
V	CARE OF WOMEN WITH ANT	TENATAL, INT	RANATAL &	POSTNATAL C	OMPLICA:	TIONS
42	High risk assessment – identification of antenatal complications such as pre- eclampsia, anemia, GDM, Antepartum hemorrhage etc.					
43	Post abortion care & counseling					
44	Glucose challenge test/Glucose Tolerance test					
45	Identification of fetal distress and its management					**************************************
46	Administration of MgSo4					
47	Administration of untenatal corticosteroids for preterm labour					***************************************
48	Assisting with Medical induction of labour					
49	Assist in Surgical induction – stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Preparation of mother and assist in vacuum delivery					
	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/	DAT	E	Signature of the
	Competencies/SKIIS	шасрениениу	Observes Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
	forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					
57	Prescription/administration of fluids and electrolytes through intravenous route					
	Assisting in procedures	<u></u>				
58	Assisting in Manual removal of the placenta					
59	Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus				***************************************	
60	Assisting in Aortic compression for PPH					
61	Identification and first aid management of PPH & obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
	HIGH RISK NEWBORN (Some	aspects of high ris	sk newborn ear	e are included in C	hild Health	Nursing)
	Identification of high-risk newborn					
	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
	Parental counselling – sick neonate and neonatal loss					
	FAMILY WELFARE					
71	Postpartum Family planning counseling					
]	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes	DAT Skill	E Clinical	Signature of the Tutor/	
			Procedures A/O	Lab/Simulation Lab		Faculty	
73	Counselling of the woman for Postpartum sterilization						
74	Preparation and assisting in tubectomy						
	OTHER PROCEDURES						
75	Preparation and assisting for D&C/D&E operations						
76	Observation/Assisting in Manual Vacuum Aspiration						
77	Assessment of women with gynaecological disorders						
78	Assisting/performing Pap smear						
79	Performing Visual inspection of cervix with acetic acid						
80	Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery						
81	Assisting in gynecological surgeries						
82	Postoperative care of woman with gynecological surgeries						
83	Counsel on Breast self- examination						
84	Counseling couples with infertility						
85	Completion of safe delivery app with certification						
	VILSEMEST	ER – COMMU	NITY HEALT	H NURSING II			
	Screening, diagnosing, management and referral of clients with common conditions/emergencies						
2	Antenatal and postnatal care at home and health centre						
3	Conduction of normal childbirth & newborn care at health centre						
4	Tracking every pregnancy and filling up MCP card				· .		
	Maintenance of records/ registers/reports						
	Adolescent counseling & participation in youth friendly						

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S.No.	Specific Procedural Competencies/Skills	Performs	Assists/	DAT	E	Signature of the
	Competencies/Skins	independently	Observes Procedures A/O	Skill Lab/Simulation Lab	Clinical Area	Tutor/ Faculty
	services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA					
10	Insertion of interval IUCD					
11	Removal of IUCD					
12	Participation in conducting vasectomy/tubectomy camp					
13	Screening, diagnosis, primary management and referral of clients with occupational health problems					
14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
	Participation in disaster mock drills					
	Co-ordinating with ASHAs and other community health workers					
	VII SEMEST	CER - NURSING	RESEARCH	& STATISTICS	I	
	Research Process Exercise					
1	Statement of the problem					
	Formulation of Objectives & Hypotheses					
	Literature review of research report/article					
4	Annotated bibliography					
	Preparation of sample research gool					
		Descriptive statis	L tics			

S.No.	Specific Procedural Competencies/Skills	etencies/Skills independently Observed Proces	Assists/ Observes	Assists/ DATE Observes		Signature of the
			Procedures	Skill Lab/Simulation Lab	Clinical Area	Faculty
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research Project (Group/Individual) Title:				, , , , , , , , , , , , , , , , , , , ,	
		VIII SEMESTE	R (INTERNS	HIP)		

Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%

*- When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level I competency denotes that the student is not able to perform that competency/skill even with supervision

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
	I & II SEMESTE	R	J
	NURSING FOUNDATION I & II		VIIII
ı	History Taking – 2		
	1.		
	2.		
2	Physical Examination – 2		
	1.		
	2.		
3	Fall risk assessment – 2		

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5	1. 2. Pressure Sore Assessment – 2 1. 2. Nursing Process – 2 1. 2. Completion of first aid module Completion of Health assessment module		Faculty
5	Pressure Sore Assessment – 2 1. 2. Nursing Process – 2 1. 2. Completion of first aid module		
5	1. 2. Nursing Process – 2 1. 2. Completion of first aid module	·	
6	2. Nursing Process – 2 1. 2. Completion of first aid module		
6	Nursing Process – 2 1. 2. Completion of first aid module		
6	2. Completion of first aid module		
6	2. Completion of first aid module		
6	Completion of first aid module		
7	Completion of Health assessment module		
	III SEMESTER – ADULT HEAL	TH NURSING I	
	Medical		
	Care Study – 1		
2	Health education – 1	·	
3	Clinical presentation/care note - 1		
	Surgical		
4	Care study – 1		
5	Health education – 1		
6 (Clinical Presentation/Care note – 1		
	Cardiac		
7 (Cardíac assessment – 1		
8 1	Drug presentation – 1		
-	Communicable		
9 (Clinical presentation/Care note – I		
	Musculoskeletal		
10 (Clinical presentation/Care note – 1		
	OR .		
	Assist as circulatory murse – 5		
i.			
ii	i.		
ii	ii.		
i۱	<i>v</i> .		
V			
2 A	ssist as scrub nurse in minor surgeries – 5		×
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S.No.	Clinical Requirement	Date	Signature of the Faculty
	iii.		
	iv.		
	V.		
13	Positioning & draping – 5		
	i. 		
	iii.		
	iv.		
	v.		
14			
14	Assist as scrub nurse in major surgeries – 5 i.		
	ii.		
	iii.		
	iv.		
	v.		
15	Completion of BCLS module		
·	IV SEMESTER – ADULT HEA	LTH NURSING H	
	ENT		
1	ENT assessment of an adult - 2		
	Ĭ.		
	ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug Book		
	EYE		
5	Eye assessment		
	i. Adult – 1		
	ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation—1		
	NEPHROLOGY & UROLOGY		
8	Assessment of adult – 1		
	Assessment of Geriatric – 1		
9	Drug presentation 1		
10	Care study/Clinical presentation – 1		
\dashv	BURNS AND RECONSTRUCTIVE SURGERY		

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S.No.	Clinical Requirement	Date	Signature of the Faculty
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of Burns unit		
14	Observe cosmetic/reconstructive procedures		
***************************************	NEUROLOGY		
15	Neuro-assessment –2		
	ii.		
16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	IMMUNOLOGY		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care Note – 1		
	ONCOLOGY		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		
	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least)		
	i.		
	ii. 		
	ii.		
	Teaching on BSE to family members		
	EMERGENCY		
	Primary assessment of adult— 1		
29 I	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30 L	Jse of emergency trolley		
	CRITICAL CARE		
31 /	Assessment of critically ill		
i	. Adult		
î	i. Geriatric		

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S.No.	Clinical Requirement	Date	Signature of th Faculty
32	Care note/Clinical presentation – 1		
	GERIATRIC		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of Fundamentals of Prescribing module		
38	Completion of Palliative care module		
	V & VI SEMESTER – CHILD HEALTI	H NURSING I & II	
	Pediatric medical		T
ı	Nursing care plan – I		
2	Case presentation – 1		
	Health talk – 1		
	Surgical		
	Nursing care plan – 1		
	Case study/presentation – 1		
	OPD/Immunization Room		
9	Growth and Developmental study: i. Infant – 1		
	ii. Toddler – I		
	iii. Preschooler – 1		
7	NICCU/PICU		
7	Newborn assessment – 1		
	Nursing Care Plan – 1		
	Kangaroo mother care – 2		
	Nursing care plan of high risk newborn – 1		
	Completion of ENBC module		
	Completion of FNBC module		
	Completion of IMNCI module		
,	Completion of PLS module		
· I	V & VI SEMESTER – MENTAL HEALTI	I NURSING 1 & II	
	Psychiatry OPD		
F	listory taking and Mental status examination – 2		

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S.No.	Clinical Requirement	Date	Signature of the Faculty
	ii.		
2	Health education – 1		
3	Observation report of OPD		
	Child guidance clinic		
4	Case work – 1		
	Inpatient Ward		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation I		
8	Process recording 2		
9	Maintain drug book		
	Community psychiatry & Deaddiction centre		
10	Case work – I		
11	Observation report on field visits		
12	Visit to deaddiction centre		
	INCLUDING ENVIRONMENTAL SCIENCE Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to		
	- SC/HWC		
	- PHC		
	- CHC		
1	Observation of nutritional programs		
	Anganwadi		
	Observation visits		
	i. Water purification site and Water quality tests		
	ii Mtlk diary		
	ii. Slaughter-house		
	v. Market		
	/. Sewage disposal site		
\	i. Rain water harvesting		
\	ii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6 1	ndívídual health teaching – Adult 1		

S.No.	Clinical Requirement	Date	Signature of the Faculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any		
	Two)		
	i.		
8	Health assessment of		
•,	i. Woman – 1		
	ii. Infant/under five child – I		
	iii. Adolescent – 1		
	iv. Adult – 1		
9	Growth monitoring of children under five – 1		****
10	Documentation		
	i. Individual records – 1		
	ii. Family records – 1		
11	Investigation of an epidemic – I		
12	Screening and primary management of		
	i. Communicable diseases – 1		
	ii. NCD – I		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		
	V SEMESTER – EDUCATIONAL TECHNOLOGY/N	URSING EDUCATIO	Y
I	Microteaching – 2		
	i. Theory – 1		
	ii. Practical/lab – I		
2	Field Visit to nursing educational institution – regional/national organization		
	VI SEMESTER - NURSING MANAGEMENT &	E LEADERSHIP	
1	Field visit to Hospital – regional/national organization		
١	VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNE	COLOGY (OBG) NUI	RSING I & II
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5 (Observing normal childbirths/deliveries—10		
6	Assisting in conduction of normal childbirth – 10		
7 (Conduction of normal deliveries – 10		

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S.No.	Clinical Requirement	Date	Signature of the Faculty
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)- 3		
11	Assist/observe Insertion of PPIUCD-2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
15	Kangaroo mother care - 2		
-	Nursing Care Plan/Clinical presentation with Drug Study		
16	Antenatal care		
	Normal (care plan) – 1		
	High risk (case study/Clinical presentation) - 1		
17	Intrapartum care		
	High risk (Clinical presentation) – 1		
18	Postnatal care		
	Normal (care plan) – 1		
	High risk (Clinical presentation) – 1		
19	Newborn care		
	Normal (care plan) – 1		
20	Gynecological condition		
ľ	Care plan – 1		
21	Health talk — individual/group — 2		
22	Counseling mothers and family members		
23	Visit to		
-	 Peripheral health facility/Laqshya certified labour room 		
-	• Infertility centre (Virtual/videos)		
24 (Completion of SBA module		
25 (Completion of safe delivery app		
	VII SEMESTER – COMMUNITY HEALT	H NURSING H	
1 S	Screening and primary management of		
	f		
	i. Minor ailments – 2		
	ii. Emergencies – 1		
3	ii. Dental problems – 1 v. Eye – 1		
	v. ENT – 1		
2 P	rimary management and care based on protocols approved by 4OH&FW (Home/health centre)		

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S.No.	Clinical Requirement	Date	Signature of the Faculty
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – I		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) - 1		
9	Adolescent counseling- 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	Group project – Community diagnosis (data management)		
15	Writing report on health centre activity – 1		
	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
8	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
- 1	Report on interaction with MPHW/HV/ASHA/AWWs (Any 2) 1. 2.		
	VII SEMESTER – NURSING RESEA	ARCH	
	Research Project – Group/Individual Title:		

Signature of the Faculty coordinator

Signature of the HOD/Principal

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CLINICAL EXPERIENCE DETAILS

Name of ICU	Cfinical Condition	Number of days care given	Signature of Faculty/Preceptor
		5.7	***************************************
			74
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Signature of the Faculty Coordinato	Signature	of the	Faculty	Coordinator
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Signature of the HOD/Principal

Dr. T. DILEEP KUMAR, President [ADVT.-III/4/Exty./140/2021-22]